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ABSTRACT

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the reading subject area. Course numbers and exercise topics are: 301 (antonyms, compound words, silent consonants, r-controlled vowels, best title, main idea and details, inference), 302 (homonyms, context clues, consonant blends, inflectional endings, sequence, classification), 303 (synonyms, comparison words, drawing conclusions, alphabetizing, interpreting directions), 401 (functional words, phrase meaning, contractions, syllabication, pronunciation key, skimming for details, topic sentences, alphabetizing, guide words, charts), 402 (word relationships--analogies, prefixes, root words, cause and effect, facts and opinions, maps, giving directions), and 403 (homographs, short story). A review for courses 301-403 is also provided. (YLB)

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Basic Supplemental Exercises

Courses 301 – 403

CE 014 918

Adult Learning Skills Program
Chicago Urban Skills Institute
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ADULT LEARNING SKILLS PROGRAM

Supplemental Exercises

in

READING

Courses 301-403

CHICAGO URBAN SKILLS INSTITUTE

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The exercises in this book and in this series have been designed to provide educational materials in addition to instructional texts. The exercises in the Basic Level books were developed in the subject areas by the following:

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OBJECTIVE: To identify antonyms

Antonyms are words that are opposite in meaning.

EXAMPLES:

in - out	dull - glossy	rich - poor
open - close	soft - hard	lead - follow

PART I

DIRECTIONS: Circle the letter of the antonym for each word on the left.

EXAMPLE: good (a) bad b. neat c. food

1.	north	a.	east	b.	south	c. west
2.	early	a.	soon	b.	now	c. late
3.	wide	a.	narrow	b.	thick	c. full
4.	friend	a.	uneven	b.	enemy	c. bad
5.	full	a.	empty	b.	plenty	c. open
6.	noisy	a.	quiet	b.	loud	c. cheerful
7.	weak	a.	thin	b.	last	c. strong
8.	huge	a.	large	b.	small	c. hide
9.	lost	a.	now	b.	found	c. get
10.	above	a.	below	b.	over	c. between

PART II

DIRECTIONS: Write an antonym for each word below. The number of spaces show how many letters are in the antonym.

EXAMPLE: little *b i g*

1. bottom _ _ _

2. beginning _ _ _

3. present _ _ _ _ _ _

4. fast _ _ _ _

5. right _ _ _ _ _

PART III

DIRECTIONS: Write an antonym for the word in ( ) to complete each sentence. The number of spaces show how many letters are in the antonym.

EXAMPLE: That cotton is very *s o f t* (hard).

1. I burned my hand on the _ _ _ _ (cold) stove.

2. State Street is _ _ _ _ _ (east) _ of Lake Shore Drive.

3. A red traffic light means _ _ (go) _ _ _.

4. My clothes are _ _ _ _ (dry) _ from the rain.

5. I want to be _ _ _ _ (last) _ _ in line.

OBJECTIVE: To identify compound words

> Compound words are made up of more than one word.
>
> EXAMPLES:
>
> mail + box = mailbox out + side = outside
>
> up + stairs = upstairs bath + tub = bathtub

PART I

DIRECTIONS: Choose a word from the group below to form a compound word.

suit	day	room	storm	bell	chair
side	ball	~~place~~	washer	ache	

EXAMPLE: fireplace

1. in_____
2. bed_____
3. rain_____
4. birth_____
5. base_____
6. door_____
7. dish_____
8. law_____
9. head_____
10. wheel_____

PART II

DIRECTIONS: Write the words that are part of each compound word.

EXAMPLE: mailman *mail* *man*

1. someone _____ _____
2. everyone _____ _____
3. downstairs _____ _____
4. snowball _____ _____
5. fireman _____ _____

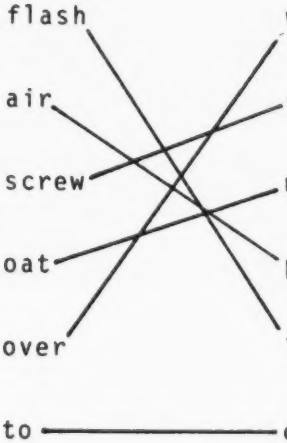
6. pancake _____ _____
7. notebook _____ _____
8. myself _____ _____
9. beside _____ _____
10. popcorn _____ _____

PART III

DIRECTIONS: Below are four groups of words. Each group has two lists. Connect the words in each group to make compound words. The first group has been done for you.

GROUP A

1.	flash	worked
2.	air	driver
3.	screw	meal
4.	oat	plane
5.	over	light
6.	to	day



GROUP B

6.	under	berry
7.	ear	wife
8.	tooth	brush
9.	house	drum
10.	blue	wear

GROUP C

11.	class	man
12.	any	place
13.	post	ground
14.	play	room
15.	over	coat

GROUP D

16.	down	bell
17.	eye	noon
18.	bath	sight
19.	door	town
20.	after	room

PART IV

DIRECTIONS: Complete each sentence with the correct compound word. The picture at the left of each sentence is a clue for the compound word.

EXAMPLE:

I lost my *checkbook* .

1. I need to wear _____.

2. Her _____ are shaped like Africa.

3. _____ is my favorite fruit.

4. Was today's _____ delivered?

5. Scott tried out for the _____team.

OBJECTIVE: To identify silent consonants k, g, and w

Some letters cannot be heard when they come before other letters. Look at the silent letters at the beginning of the words below.

Knee	k is silent when it comes before n.
gnat	g is silent when it comes before n.
Wrong	w is silent when it comes before r.

A. DIRECTIONS: Draw a line through the silent letters in the words below. The first one has been done for you.

1. ~~K~~new
2. write
3. gnaw
4. wrist
5. wreck
6. wrap
7. knife
8. knuckles
9. knob
10. wrench

B. DIRECTIONS: Complete each sentence with one of the words in ( ). The first one has been done for you.

1. I *knew* he would call first. (knife, knew, knot)

2. Did you _____ him a letter? (write, wrong, wreck)

3. Did a mouse _____ on the cheese? (gnat, gnaw, write)

4. Fingers join your hand at the _____. (knuckles, knots, knobs)

5. The door _____ is loose. (knob, knew, knife)

6. Use the _____ to tighten the bolts. (wreck, wrench, wrong)

7. My children's room is a _____ (wreck, write, wrist)

8. Will you put a _____ in my tie? (knot, knife, knee)

9. That old fruit is full of _____. (gnats, knots, knobs)

10. Did something go_____ at the meeting? (wrench, wrong, write)

11. Please sharpen the _____. (knife, knot, knob)

12. Will you _____ this gift for me? (write, wrap, wrong)

13. I cannot wear a watch on my _____. (wrist, wrap, wreck)

OBJECTIVE: To identify silent consonants w, h, and s

Here are some more silent letters at the beginning of words.

~~w~~hom — w is sometimes silent when it comes before h.
~~h~~our — h is sometimes silent when it comes before o.
~~s~~cene — s is sometimes silent when it comes before c.

PART I

DIRECTIONS: Draw a line through the silent letters in the words below. The first one has been done for you.

1. ~~w~~ho
2. scent
3. honest
4. whole
5. honor
6. whose

PART II

DIRECTIONS: Complete each sentence with one of the words in the box below. The first one has been done for you.

whose	whole	honest	hour	scenes	honor

1. We have been waiting for him for an *hour*.
2. President Lincoln was called _____ Abe.
3. We saw _____ from the play.
4. _____ ring is this?
5. Our son was on the school's _____ roll.
6. Miss Lightfoot's _____ class took the GED Test.

OBJECTIVE: To identify silent consonants gh and t

Silent letters are sometimes in or near the middle of words.

fi~~gh~~t gh is silent when it comes before t.

swi~~t~~ch t is silent when it comes before ch.

PART I

DIRECTIONS: Draw a line through the silent letters in the words below. The first two have been done for you.

1. fi~~gh~~t	5. latch	9. itch
2. ba~~t~~ch	6. butcher	10. flight
3. match	7. right	11. snatch
4. witch	8. catch	12. eight

PART II

DIRECTIONS: Complete each sentence with the best word in ( ). The first one has been done for you.

1. The boxer lost the *match*. (witch, match, catch)
2. Does your skin rash _____ ? (itch, eight, right)
3. A thief _____ my purse. (latched, snatched, flight)
4. My _____ leaves at noon. (match, flight, catch)
5. We buy our meat from the _____. (flight, latch, butcher)
6. Put the _____ on the door. (latch, itch, witch)

OBJECTIVE: To recognize silent consonants b, n, gh, gn, and l

Silent letters are sometimes at or near the end of words.

Look at silent letters in the words below.

comb	b is silent when it comes after m.
autumn	n is silent when it comes after m.
sigh	gh is silent when it comes at the end of a word.
design	g is silent when it comes before n.
talk	l is silent when it comes before k
half	l is silent when it comes before f.

PART I

DIRECTIONS: Draw a line through the silent letters in the words below. The first one has been done for you.

1. weigh	8. hymn	15. numb
2. lamb	9. yolk	16. dumb
3. walk	10. bomb	17. high
4. folk	11. sleigh	18. caulk
5. climb	12. sign	19. crumb
6. plumber	13. limb	20. thigh
7. chalk	14. thumb	21. calf

PART II

DIRECTIONS: Complete each sentence with the best word in ( ).

1. Will you _____ your hair? (comb, lamb, climb)

2. You should _____ less and listen more. (limb, talk, folk)

3. Six is _____ of a dozen. (half, yolk, calf)

4. A _____ is a baby sheep. (bomb, numb, lamb)

5. The yellow part of an egg is the _____. (folk, yolk, chalk)

6. _____ is another word for fall. (autumn, hymn, crumb)

7. The boxes _____ ten pounds. (thigh, weigh, limb)

8. The _____ is above the knee. (sign, calf, thigh)

9. Did the ice leave your hands _____? (numb, thumb, dumb)

10. Please clean the _____ board. (walk, chalk, folk)

11. A stop _____ is always red. (sign, sigh, design)

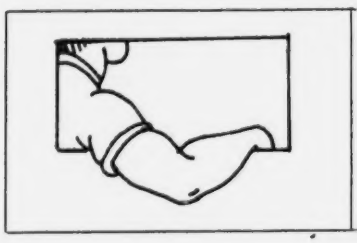
OBJECTIVE: To recognize r-controlled vowels

Vowels that are combined with r do not have a short or long sound. Notice the sound of the r controlled vowels below.

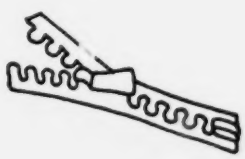
army order herd churn chirp

PART I

DIRECTIONS: Add er or ar to the letters below to make words. A picture clue is given for each word. The first one has been done for you.

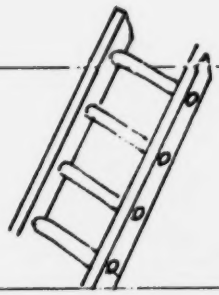


1. a rm



2. zipp__ __

3. st__ __



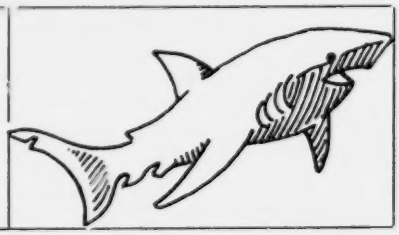
4. ladd__ __

5. y__ __n

6. f__ __n

7. c__ __ds

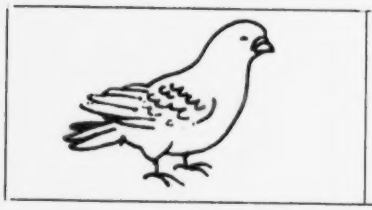
8. lant__ __n



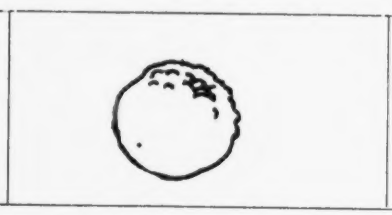
9. sh__ __k

PART II

DIRECTIONS: Complete each word with ir, or, or ur. A picture clue is given for each word. The first one has been done for you.



1. b*i* *r*d

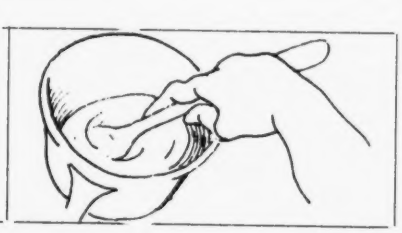


2. __ __ange

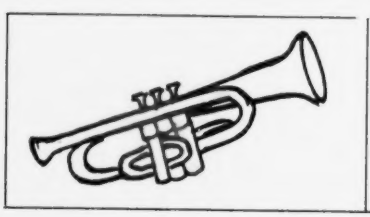
3. sk__ __t

4. c__ __n

5. n__ __se



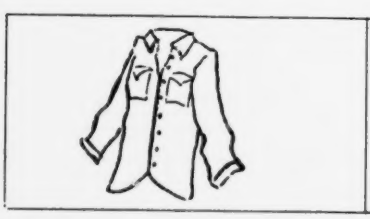
6. st__ __



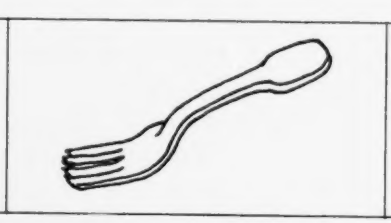
7. h__ __n

8. ch__ __ch

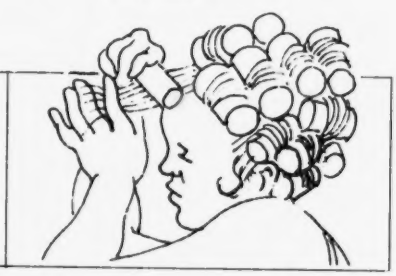
9. p__ __se



10. sh__ __t



11. f__ __k



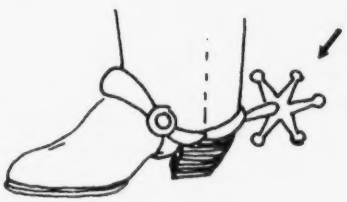
12. c__ __ls

OBJECTIVE: To recognize r-controlled vowels

PART I

DIRECTIONS: Add ir, er, or ur to the letters below to make words. The first one has been done for you.

1. v e r se
2. b__ __thday
3. f__ __
4. b__ __n
5. t__ __n
6. d__ __t
7. camp__ __
8. f__ __m
9. ch__ __ries
10. work__ __
11. fl__ __t
12. g__ __l
13. cl__ __k
14. c__ __ve
15. p__ __r
16. sing__ __
17. sp__ __
18. sh__ __ t



PART II

DIRECTIONS: Add ar or or to the letters below to make words. The first one has been done for you.

1. f a r m
2. n__ __th
3. d__ __k
4. c__ __d
5. al__ __m
6. sh__ __p
7. landl__ __d
8. st__ __t
9. c__ __ry
10. sp__ __t
11. st__ __m
12. p__ __achute

OBJECTIVE: To use words with r-controlled vowels

PART I

DIRECTIONS: Complete each sentence with an ir word from the box. The first one has been done for you.

firm	dirt	shirt	girl	birthday	flirt

1. He works for a law *firm*.
2. Which _____ is your sister?
3. The plant needs more _____.
4. The sleeves on your _____ are torn.
5. My son loves to _____ with the girls in his class.
6. We gave our teacher a surprise _____ party.

PART II

DIRECTIONS: Complete each sentence with an er word from the box. The first one has been done for you.

camper	verse	workers	clerk	berries	singer

1. *Berries* are the only fruit that I like.
2. That _____ keeps good records.
3. He forgot the last _____ of the poem.
4. We parked our _____ in the lot.
5. The _____ lost his voice.
6. The _____ went on strike.

PART III

DIRECTIONS: Complete each sentence with an ur word from the box. The first one has been done for you.

fur	spurs	burn	turn	purrs	curve

1. Does your new coat have a _____fur_____ collar?
2. Do not _____ your hand on the hot stove.
3. The car is parked near the _____.
4. My cat _____ when he is happy.
5. _____ right at the corner.
6. Some cowboys wear _____ on their boots.

PART IV

DIRECTIONS: Complete each sentence with an ar word from the box. The first one has been done for you.

dark	alarm	sharp	start	carry	parachute

1. The smoke _____alarm_____ woke us up.
2. The knife is very _____.
3. Will you _____ my groceries?
4. My car will not _____ in cold weather.
5. The _____ opened when she jumped from the plane.
6. Turn on the lights in the _____ room.

PART V

DIRECTIONS: Complete each sentence with an or word from the box. The first one has been done for you.

landlord	north	cord	sport	forms	storm

1. My *landlord* is raising the rent.
2. The opposite of _____ is south.
3. Hockey is a rough _____.
4. The _____ tore down power lines.
5. Have you filled out your tax _____?
6. Will you tie a _____ around the package?

OBJECTIVE: To choose the best title

To get the best title, first read the paragraph. Then ask yourself: What is the **whole** paragraph about?

Read the paragraph below and the three titles above it. Circle the best title.

Exhibits at the Museum of Science and Industry
A Working Coal Mine
Submarines

The Museum of Science and Industry has many things you would not expect to see. There is a working coal mine. There is a captured submarine. There is a suit that was worn by a man in space. There are two spacecraft to climb into. There is even a chicken hatchery.

You should have circled **Exhibits at the Museum of Science and Industry.** This title tells what the **whole** paragraph is about. The other titles tell about just one of the exhibits.

DIRECTIONS: Circle the best title for each paragraph.

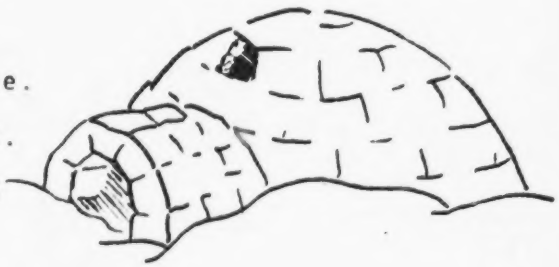
My Son's Car **The Body Shop** **Car Bumpers**

1. My son, Jeff, bought an old car. The car is in bad shape. The doors are hard to open. The fenders have dents. The hood will not close tightly. Even the bumpers have bumps. I told Jeff to take his car to a body shop.

He said, "No need to, Mom. It runs just fine."

Eskimo Cooking **Eskimos** **An Eskimo House**

2. An igloo is an Eskimo house. It can be made in about two hours. It is made of hard blocks of snow. An Eskimo cuts the blocks with a knife. He fits them on top of each other. An igloo is round on top. A short tunnel forms the door. You can cook in this snow house. A hole in the roof lets the smoke out. Eskimos stay warm and out of the wind in an igloo.



What is a Snowflake? **Cold Air** **How Cold is the Air?**

3. Snowflakes are not just snow. There is something else in the center of each flake. It is a tiny bit of ash or sand. Bits of ash or sand are blown high. As some pass through damp air, they get wet. Higher up, the air is very cold. The water around the ash or sand gets icy. The ice forms into a crystal. This crystal is the snowflake. Without ash or sand in the air, snowflakes could never form.

Pipes Under the Street City Streets Water, Gas, and Phones

4. There is a lot more than dirt under city streets. There are many pipes as well. Our clean water flows through some of the pipes. Waste water is carried away through others. Excess rain water runs through storm drains. Natural gas is pumped through pipes. Some electric lines run in pipes under the streets. Some phone lines do, also. The contents of pipes keep the city working.

The Danger of Escaped Gas Pilot Lights The Gas Company

5. Natural gas has no odor. The gas company adds the odor. This is for our safety. We need to know when gas escapes. Gas can explode and cause fire. A flame or a spark can set it off. If you smell gas in the house, be careful. Do not smoke. Always open windows to let the gas out. Look for the leak. Are stove knobs in the "off" position? Are pilot lights out? Keep the gas company phone number handy. Call them right away. They will send someone to help.

OBJECTIVE: To identify the main idea and details

The last exercise was about finding the best title. The best title is a form of the main idea. The main idea is who or what it is that is told about. It is often the first sentence.

DETAILS tell about the main idea. Details answer questions such as **who, what, when, where, why,** or **how.**

In the example below, the main idea has a line under it. The details that tell about the main idea have check marks before them. There is one detail that does NOT tell about the main idea.

EXAMPLE: **GROWING VEGETABLES INDOORS**

____ 1. You can grow small vegetables inside your home.

_✓_ 2. Plant them in a large pot or basin.

_✓_ 3. They will need plenty of soil and water.

_✓_ 4. They will also need plant food from time to time.

_✓_ 5. The vegetables will grow well in a sunny window.

_✓_ 6. A window that faces south will give them direct sunlight.

____ 7. Pictures of plants look nice on the wall.

_✓_ 8. It saves money to grow your own food indoors.

The first sentence tells what the other sentences are about. It is the main idea. All but one of the other sentences is about the main idea. They tell where, when, why, or how to grow vegetables indoors. The sentence that does not belong does not say anything at all about the main idea.

PART I

DIRECTIONS: Draw a line under the main idea in each list. Check only the details that relate to the main idea. There is one sentence in each list that does not belong. It does not tell about the main idea.

LIST 1

WHAT IS A FRIEND?

____ 1. What are friends like?

____ 2. Friends are people who trust you and understand you.

____ 3. Friends like some of the same things you like.

____ 4. Friends sometimes enter their dogs in dog shows.

____ 5. They share some of the feelings you think are important.

____ 6. Friends do not expect you to be perfect.

____ 7. They like you the way you are.

LIST 2

A COUNTRY MORNING

____ 1. It was an ideal morning in the country.

____ 2. The day was clear and bright.

____ 3. A farmer knows when to plant crops.

____ 4. The rolling fields were dotted with blue and yellow flowers.

____ 5. A creek wandered through the tall grass, reflecting light.

____ 6. Weeping willows drooped their branches into the water.

____ 7. A small deer bent its head low to take a drink.

PART II

DIRECTIONS: Read each paragraph. Then answer the questions.

PARAGRAPH A

Some weather experts say that the world's air is getting warmer. They predict that snow and ice may never again be formed. They say that industry is filling the air with carbon dioxide. The carbon dioxide is forming a blanket around the earth. This will cause heat to become trapped. The whole earth may have warmer winters by the mid-21st century.

1. Who does the paragraph tell about? _____

2. Weather experts predict that winters will be warmer.

   Put a check mark next to the questions that this sentence answers.

   _____a. who and what

   _____b. who and when

   _____c. who and why

3. The paragraph answers the question "WHERE"? Which words below tell where in the paragraph?

   _____a. only the north pole

   _____b. the whole earth

   _____c. only near industry

4. WHEN will the weather be much warmer?

   _____

5. Which details answer HOW or WHY the weather may become much warmer?

   _____

   _____

PARAGRAPH B

The U.S. national budget is a plan for spending the nation's money. It is written to predict how much money will be collected during a year. The money comes from taxes and other sources. The national budget also suggests how much money should be spent during a year. Each national budget is for one fiscal year. In the U.S., this is from October 1 to September 30 of the next year.

1. **WHAT** is the paragraph mostly about?
   a. how much money will be collected in the U.S.
   b. the dates of the U.S. fiscal year
   c. the U.S. national budget

2. The paragraph tells the dates of the fiscal year. This answers the question of:
   a. where
   b. when
   c. what
   d. why

3. Make a check mark next to the two reasons **WHY** the national budget is written.
   ____ a. to forecast U.S. income
   ____ b. to collect money
   ____ c. to suggest how much money to spend
   ____ d. to spend money
   ____ e. to last a year

4. What place (**WHERE**) does the paragraph tell about? _____

OBJECTIVE: To use stated details to make simple inferences

Details can give you facts about a topic. They help you understand what you read. Details can also help you to infer something. To make an inference is to figure out missing information.

Look at the short paragraph below. See if you can make an inference from the facts that are given.

All of Ginger's brothers have sports cars. Ed is Ginger's brother.

a. **Ed has a sports car.** TRUE FALSE NOT SURE

b. **Ed's sports car is blue.** TRUE FALSE NOT SURE

Follow these steps to make an inference.

1. Read the details below the paragraph.
2. Circle TRUE if the detail given is in the paragraph.
3. Circle TRUE if you can make the inference from the paragraph.
4. Circle FALSE if if the detail is not true.
5. Circle NOT SURE if there is no proof of the detail in the paragraph.

How well did you do? You should have circled TRUE for a. Here's why. The paragraph tells you: **All of Ginger's brothers have sports cars.** It also tells you that **Ed is Ginger's brother.** Therefore, you can make this inference: **Ed has a sports car.**

You should have circled NOT SURE for b. Here's why. The paragraph does not tell about the color of any car. Thus, you would not know the color of Ed's car.

DIRECTIONS: Read each paragraph. Circle the right answer after each detail.

1. Joe and all of his classmates have jobs. Jeff is one of Joe's classmates. Karen is also one of Joe's classmates.

a. Joe has twenty classmates TRUE FALSE NOT SURE

b. Joe and Karen have jobs. TRUE FALSE NOT SURE

2. Each item on the top shelf is new. Hair oil is on the top shelf.

a. Hair oil is a new item.	TRUE	FALSE	NOT SURE
b. Old items are in a box.	TRUE	FALSE	NOT SURE

---

3. All of the houses on B Street are brick. Mr. and Mrs. Wilson live on B Street.

a. Mr. and Mrs. Wilson live in a brick house.	TRUE	FALSE	NOT SURE
b. All of the houses on B Street are wooden.	TRUE	FALSE	NOT SURE

---

4. Everyone meeting in the East Room left at noon. June was at the meeting in the East Room.

a. June left the East Room at noon.	TRUE	FALSE	NOT SURE
b. A meeting was held in the East Room.	TRUE	FALSE	NOT SURE
c. The East Room is large.	TRUE	FALSE	NOT SURE

---

5. Ted used to drink any diet pop. But now he drinks only Diet Rite Cola. Sam gave him a case of Tab diet pop for his birthday.

a. Ted drinks only Diet Rite Cola.	TRUE	FALSE	NOT SURE
b. Ted will not drink the Tab pop he received for his birthday.	TRUE	FALSE	NOT SURE
c. Ted dislikes diet pop.	TRUE	FALSE	NOT SURE

6. Mrs. Bell took her children shopping. Her son, Carl, wanted a designer jacket. Her daughter, Ann, wanted a pair of designer jeans. Mrs. Bell bought Carl a plain jacket. She got Ann a pair of plain jeans. Ann and Carl were quiet on their way home. They didn't even tell their mother "Thank you."

a. Mrs. Bell took her children shopping.	TRUE	FALSE	NOT SURE
b. Carl and Ann wanted plain clothes.	TRUE	FALSE	NOT SURE
c. Carl and Ann didn't get designer clothes. This upset them.	TRUE	FALSE	NOT SURE
d. Plain jeans cost less than designer jeans.	TRUE	FALSE	NOT SURE

---

7. Joe gained twenty pounds last winter. In June, he went to his doctor for a checkup. His doctor put him on a diet. By fall, Joe was able to wear all of his old clothes.

a. Joe's doctor told him that he needed a physical.	TRUE	FALSE	NOT SURE
b. Joe's doctor put him on a diet.	TRUE	FALSE	NOT SURE
c. Joe lost weight during the summer.	TRUE	FALSE	NOT SURE
d. Joe lost ten pounds in July.	TRUE	FALSE	NOT SURE

OBJECTIVE: To identify homonyms

Some words sound alike. But they have different meanings and spellings. These words are called homonyms.

EXAMPLES:

ant: an insect
aunt: a relative

ring: a circle; a sound
wring: to twist

PART I

DIRECTIONS: There are two groups of words below. Draw lines to connect words that sound alike. The first one has been done for you.

GROUP A		GROUP B	
1. buy	hear	7. break	build
2. made	maid	8. four	night
3. won	by	9. billed	dye
4. whole	waste	10. berry	brake
5. here	one	11. die	for
6. waist	hole	12. knight	bury

PART II

DIRECTIONS: Find the homonyms in the puzzle for the words below. Circle each homonym. Then write it next to the word. The first one has been done for you.

1. hall	*haul*	H	O	U	R	E	D	F	H	L
2. flower	_____	A	B	C	E	I	P	Q	A	R
3. hare	_____	M	O	U	L	G	U	B	I	S
4. I	_____	S	T	V	Y	H	P	E	R	W
5. deer	_____	R	I	G	H	T	I	Y	M	F
6. ate	_____	E	Y	E	A	A	L	D	N	L
7. our	_____	A	S	R	U	W	L	E	D	O
8. by	_____	C	P	O	L	X	B	A	E	U
9. sew	_____	E	Q	B	E	A	T	R	F	R
10. write	_____									
11. beet	_____									

PART III

DIRECTIONS: Check (✔) the pair of words that sound alike. The first one has been done for you.

✔	1. new, knew	____	7. sun, son
____	2. pear, pair	____	8. hole, whole
____	3. man, men	____	9. tiny, small
____	4. not, knot	____	10. some, sum
____	5. come, go	____	11. inside, outside
____	6. find, lose		

PART IV

DIRECTIONS: Study the groups of homonyms that follow. See how each homonym is used in a sentence. Then underline the correct homonym in ( ).

EXAMPLE:

A cell is a small room.	The cell is locked.
Sell means to offer for a price.	I am going to sell my TV.

The man escaped from the (cell, sell).

The Jacksons will not (sell, cell) their house.

GROUP A

Two is a number.	I have two jobs.
To means direction.	I drive to my job.
To is used before a verb.	I am going to drive home.
Too means also.	I work at night, too.
Too means more than enough.	I work too hard.

1. He gave me (two, too) books.
2. Joan walked (to, too) the store.
3. My son is going (to, two) cook dinner.
4. The suit is (too, to) large.
5. I enjoyed your company, (too, two).

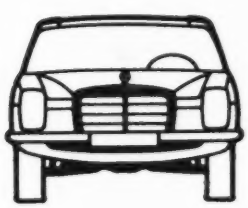
GROUP B

Dew is **moisture**.	**Dew** was on the grass this morning.
Due means **expected**.	When is your rent **due**?

6. (Dew, Due) formed on the plants last night.
7. My phone bill is (dew, due).

GROUP C

There is a direction.	I work over **there**.
There can begin a sentence.	**There** will be a meeting today.
Their shows that someone owns something.	Some employees bring **their** lunch to work.



8. Her parents drive (their, there) new car to work.
9. (Their, There) are two coats missing.
10. The pen is in (their, there).

OBJECTIVE: To use context clues

When you read, you may find words that you do not know the meaning of. Context clues can help you with their meaning. They can also help you figure out missing words. The **context** is all the words around an unknown or missing word. **Clues** are "hints" in the context about unknown or missing words.

PART I

DIRECTIONS: Complete each sentence with one of the words below it. Use the context to help you figure out the right word. The first one has been done for you.

1. Do not talk when eating. This can cause _____food_____ to go down the wrong "pipe."

   fat food fad

2. You can save more money at _____ stores.

   dish discount discuss

3. The _____ that you write on is made from wood.

   pen pencil paper

4. You should not read in dim light. It can strain your _____.

end ears eyes

5. Bits of food on your teeth can help cause tooth decay. This is why you should _____ your teeth after you eat.

bed bend brush

6. The cost of renting a phone has gone up. That is why many people now _____ their own phones.

beat buy borrow

7. John F. Kennedy was the fastest _____ in public life. He spoke 327 words a minute in December, 1961.

spinner speaker speller

8. Canines act as eyes for blind people. These guide _____ also act as ears for deaf people.

darts dolls dogs

9. Some teachers use videos to teach _____ to read. Words appear at the bottom of the TV screen.

students study stay

10. Be careful with chemicals you use on your hair. They can cause _____ burns.

scarf scalp scare

11. Doctors should get shots for the flu. This will keep them from passing it to their _____.

payments patients pale

PART II

DIRECTIONS: Read each short paragraph which follows. Then circle the correct meaning of the underlined word. The first one has been done for you.

1. Mark is very mature. He is not loud or silly. He acts his age.

The word **mature** means:

a. loud

b. young

c. acting your age

2. Handle the box with care. It is filled with fragile glasses.

The word **fragile** means:

a. small

b. easy to break

c. hard to break

3. This suit is for an infant. It will fit a very young baby.

The word **infant** means:

a. 3-year-old child

b. a warm blanket

c. a very young baby

4. Do you know what you want to do with your life? My goal is to be a boxer.

The word **goal** means:

a. a plan for the future

b. a new job

c. something in the past

5. My father is very handy. He can fix almost anything around the house. He fixes things easily and well.

The word **handy** means:

a. broken items

b. easy to hold with the hands

c. very able with the hands

6. The fire caused us to panic. We all ran to the exit door at once. Some of us fell down.

The word **panic** means:

a. to act calm

b. to feel pain

c. to act wild because of fear

7. The students have good conduct. They do not disturb class. They listen to their teacher. They also do good work.

The word **conduct** means:

a. a way of acting

b. listening

c. asking questions

8. Miss Paul is an **orderly** person. She keeps everything in its place. She picks up after herself and others.

The word **orderly** means:

a. neat

b. sloppy

c. quiet

9. Jeff was late for work. He ate in a hurry. He gulped his food.

The word **gulped** means:

a. ate slowly and chewed food well

b. late for work

c. ate too quickly

10. The accused man had an **alibi**. He said he was at home with friends when the theft took place.

The word alibi means

a. a reason for the crime

b. proof that he was not at the scene of the crime

c. proof that a crime took place

11. Mrs. Hall is very **alert** in class. She pays attention. She is always wide awake.

The word alert means:

a. aware of what is going on around you

b. not caring about anyone else

c. to walk in your sleep

PART III

DIRECTIONS: Fill in the missing words. Use the words in the box above each paragraph. The first paragraph has been done for you.

eat	ways	foods	smoked	better

1. What you ___eat___ (1) can affect how you feel. Here are some ___ways___ (2) to help you feel ___better___ (3). Eat less fat. Eat ___foods___ (4) with a lot of fiber. Eat less ___smoked___ (5) meat. Eat less salt. You should also eat foods high in vitamin C. Some of these are citrus fruits and green vegetables.

credit	raise	shop	debt	interest

2. Do you have _____ (1) cards? If so, use them with care. They can get out of hand. This can put you in a lot of _____ (2). Here are some tips to help you keep good credit. Pay your bills on time. Pay them in full if you can. This will keep you from paying _____ (3). Interest is a fee you pay for using credit. Do not _____ (4) your limit. Do not _____ (5) at every sale. Buy only when you need to. And last, always ask yourself this question. Would I buy this if I had cash?

tired	write	pattern	slowly	day

3. Do you feel _____(1)_____ often? If so, you may suffer from stress. It can make you ill. Is there a _____(2)_____ to your stress? Here is how you can find out. Keep a record of when you feel tired. Keep it for two months. _____(3)_____ down your true feelings. What time of _____(4)_____ do you feel tired? Who is around you? What are you doing? When you find your pattern, you may want to change it. But do not change it at once. Do it _____(5)_____.

OBJECTIVE: To identify consonant blends (three-letter)

You have already learned:

A **consonant blend** is made up of two or more consonants. When the consonants are pronounced together, each one is heard. Look at the underlined blends in these words.

<u>scr</u>ub	<u>squ</u>at	<u>thr</u>ew	<u>sch</u>eme
<u>str</u>oke	<u>spl</u>it	<u>shr</u>ug	<u>spr</u>ing

PART I

DIRECTIONS: Read the newpaper headlines. They have words with two and three-letter blends. Circle only the words with three-letter blends. The first one has been done for you.

1. (Shriners) Parade Today

2. Woman's Screams Save Life

3. Parents Protest School Closing

4. Bug Spray Found In Food

5. Storm Leaves Cars Stranded

6. President Makes Shrewd Move

7. Lawyer Squeals On Judges

8. Strong Wind Uproots Trees

9. Wall Street Down

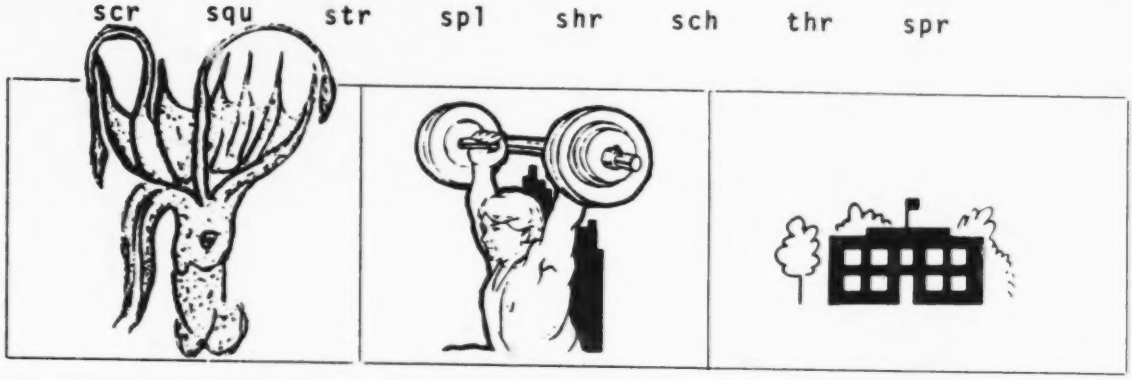
10. Teachers Threaten Strike

11. UCLA Squashes MSU

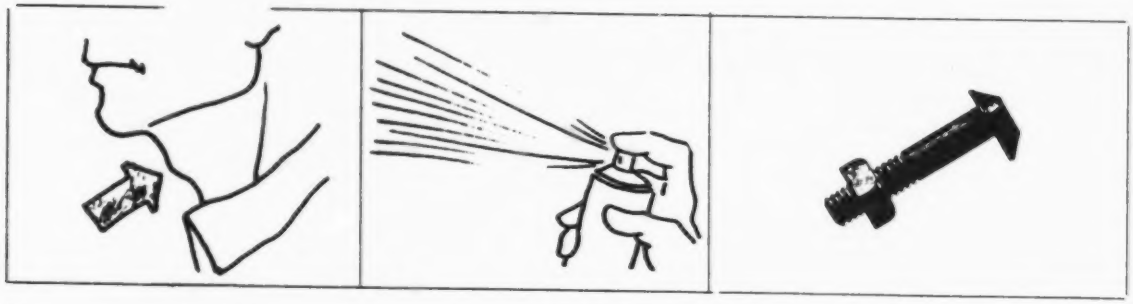
PART II

DIRECTIONS: Add a blend to the letters under each picture to make a word. Use these blends. The first one has been done for you.

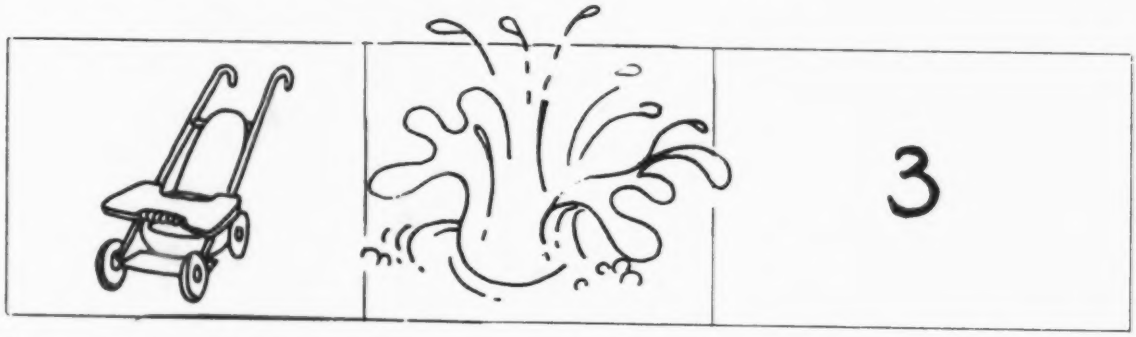
scr squ str spl shr sch thr spr



1. s q u id
2. __ __ __ong
3. __ __ __ool



4. __ __ __oat
5. __ __ __ay
6. __ __ __ew



7. __ __ __oller
8. __ __ __ash
9. __ __ __ee

PART III

A. DIRECTIONS: Add scr or str to the letters below to make new words. The first one has been done for you.

1. s t r ap
2. ___ ___ ___ eet
3. ___ ___ ___ ape
4. ___ ___ ___ etch
5. ___ ___ ___ atch
6. ___ ___ ___ awberry

B. DIRECTIONS: Add spr or squ to the letters below to make words.

1. ___ ___ ___ inkle
2. ___ ___ ___ ash
3. ___ ___ ___ ead
4. ___ ___ ___ ain
5. ___ ___ ___ out
6. ___ ___ ___ eal

C. DIRECTIONS: Add thr, shr, or spl to the letters to make words.

1. ___ ___ ___ ead
2. ___ ___ ___ ine
3. ___ ___ ___ ice

4. ___ ___ ___ eat
5. ___ ___ ___ atter
6. ___ ___ ___ ub

PART IV

DIRECTIONS: Choose a blend from below to complete the word in each sentence. The first one has been done for you.

shr spl scr squ spr str thr sch

1. My favorite pop is S p r ite.
2. Too much _ _ _ ess can make you ill.
3. The workers are going to _ _ _ ike.
4. He is writing the movie _ _ _ ipt.
5. The prize was a $2,000 shopping _ _ _ ee.
6. Do you have the bus _ _ _ edule?
7. I got a _ _ _ inter in my finger from the wood.
8. Two policemen got out of their _ _ _ ad car.
9. We hear _ _ _ ange noises in our house at night.
10. You should not _ _ _ ow paper on the ground.
11. I have ordered a _ _ _ imp salad.

OBJECTIVE: To form inflectional endings

> If a word has one vowel and ends in two consonants, add endings to the word as it is.
>
> EXAMPLES: walk + ed = walked
>
> walk + ing = walking

PART I

DIRECTIONS: Add ed and ing endings to the words below. The first one has been done for you.

	Words	Add ed.	Add ing.
1.	talk	*talked*	*talking*
2.	fill		
3.	want		
4.	work		
5.	camp		
6.	help		

PART II

DIRECTIONS: There are three words before each sentence. Fill in each blank with one of the words. The first one has been done for you.

talk
talked
talking

1. My boss ___*talked*___ to us about our mistakes.

fill
filled
filling

2. The dentist is _____ my mother's teeth.

wants
wanted
wanting

3. I _____ to get the lawn weeded.

camp
camped
camping

4. We _____ every weekend last spring.

work
worked
working

5. Is Dan _____ on the roof?

help
helped
helping

6. He _____ me with my homework.

OBJECTIVE: To form inflectional endings

If a word has **one vowel** and ends in **one consonant**, double the final letter before adding **ed** or **ing**.

EXAMPLES: skip + ed = skipped skip + ing = skipping

This does not apply to words that end in **y** and **w**.

EXAMPLES: delay + ed = delayed delay + ing = delaying
saw + ed = sawed saw + ing = sawing

PART I

DIRECTIONS: Add **ed** and **ing** endings to the words below. The first one has been done for you.

	Words	Add ed.	Add ing.
1.	mop	*mopped*	*mopping*
2.	crow		
3.	knit		
4.	clap		
5.	permit		
6.	play		

PART II

DIRECTIONS: Each sentence has two words in front of it. Fill in each blank with the right word. The first one has been done for you.

moping	mopping	1.	The cleaning crew is ___*mopping*___ the floors.
crowed	crowwed	2.	The rooster _____ at 6:00 A.M.
permited	permitted	3.	Will Amy be _____ to drive the car to the football game?
playing	playying	4.	The band is _____ my favorite song.
clapped	claped	5.	We _____ for the group five minutes.
knitting	kniting	6.	My mother is _____ a sweater.

OBJECTIVE: To form inflectional endings

If a word has a long vowel and ends in e, drop the e before adding ed or ing.

EXAMPLES: hope + ed = hop~~e~~ed = hoped

hope + ing = hop~~e~~ing = hoping

time + ed = tim~~e~~d = timed

time + ing = tim~~e~~ing = timing

PART I

DIRECTIONS: Add ed and ing endings to the words below. The first one has been done for you.

	Words	Drop final e. Add ed.	Drop final e. Add ing.
1.	dance	*danced*	*dancing*
2.	tape		
3.	smoke		
4.	date		
5.	use		
6.	fake		

PART II

DIRECTIONS: There are two words in front of each sentence. Fill in the blank with the right word. The first one has been done for you.

dancing	danceing	1.	I feel like ___*dancing*___ all night.
tapeed	taped	2.	My daughter _____ the music for her dance routine.
smokeing	smoking	3.	Are you still _____?
dated	dateed	4.	Ted and I _____ two years ago.
useed	used	5.	Larry has _____ all of his bus tokens.
faking	fakeing	6.	Do you think he is _____ an illness?

OBJECTIVE: To form inflectional endings

When a word ends in y and has a consonant before the y, change the y to i before adding es or ed.

EXAMPLES: fry + es = fr*i*es = fries

reply + es = repl*i*es = replies

Do not change the y to i before adding ing.

EXAMPLES: fry + ing = frying

reply + ing = replying

PART I

DIRECTIONS: Add ed, es, or ing endings to the words below. The first one has been done for you.

	Words	Change y to i. Add es.	Change y to i. Add ed.	Add ing.
1.	try	*tries*	*tried*	*trying*
2.	deny			
3.	rely			
4.	dry			
5.	bury			
6.	cry			

PART II

DIRECTIONS: There are two words in front of each sentence below. Choose the right word to fill in the blank.

tries	tryes	1.	Mickey *tries* hard to get to class on time.
denying	deniing	2.	There is no point in _____ the truth.
relyed	relied	3.	Our coach _____ on us to win the game.
drying	dryiing	4.	Are you blow _____ your hair?
buries	buryes	5.	Fifi _____ bones in the back yard.
cried	cryed	6.	The twins _____ all night long.

OBJECTIVE: To recognize the sequence of events

Sequence is the order in which events happen. Signal words suggest a time when these events happen.

EXAMPLES OF SIGNAL WORDS

as	today	finally	second
then	now	while	third
before	later	first	last
after	during	next	begin

PART I

A. DIRECTIONS: Underline the signal words. Then put the events in order. Use the numbers 1-5.

____ a. The first thing I did was go to the library.

____ b. Third, I drove to the doctor's office.

____ c. Finally, I drove home.

____ d. Second, I stopped for a bite to eat.

____ e. Fourth, I stopped to visit Kathy.

B. DIRECTIONS: Underline the signal words. Then put the events in order. Use the numbers 1-5.

____ a. After the movie, we stopped for pizza.

____ b. Before the movie started, we bought some popcorn.

____ c. During the movie, I cried.

____ d. The crowd was quiet as the movie started.

____ e. We finally went home at 11:00 p.m.

PART II

DIRECTIONS: Number the events in the order they might have happened. Use the numbers 1-5.

____ a. The window was broken.

____ b. The lady ran to the window to see what had happened.

____ c. John kicked the ball really hard.

____ d. The boys walked over to play football.

____ e. The boys offered to pay for the window.

PART III

A. DIRECTIONS: Read the paragraph below. Underline the signal words as you read.

Fixing a flat bike tire is easy. First, pry the tire from the wheel. Use a screwdriver. Next, pull out the inner tube to find the leak. Put the inner tube in water. Press the tube while looking for air bubbles. They will appear near the leak. When you find the leak, dry the inner tube. Then prepare to fix the leak. You will need a rubber patch. You will also need tire patch glue. Scratch the area around the leak. Glue on the patch. Wait for the patch to dry. While you are waiting, check your tire for a nail or glass. You are now ready to put the inner tube back into the tire. When this is done, fill the tire with air. The last step is to put the tire back on the wheel.

B. DIRECTIONS: Number the events below in the correct order to show how to fix a flat bike tire. Use the numbers 1-10. The first one has been done for you.

__ a. Find the leak.

__ b. Glue on a patch.

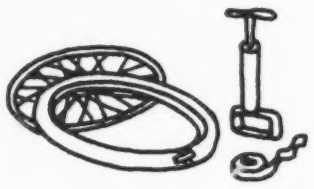
__ c. Dry inner tube.

__ d. Scratch area around leak.

__ e. Put tire back on wheel.

__ f. Fill tire with air.

1 g. Remove tire from wheel.



__ h. Put inner tube back in tire.

__ i. Pull inner tube from tire.

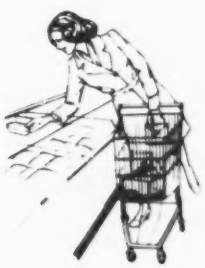
__ j. Put inner tube in water and look for air bubbles.

__ k. Wait for patch to dry.

__ l. Check tire for nail or glass.

PART IV

DIRECTIONS: Underline the part of the sentence which came first. If they happened at the same time write same in the space. The first one has been done for you.



same a. While I stood in line, my wife went to the meat counter.

_____ b. Terry looked in four stores before she found the dress she wanted.

_____ c. After the soldiers marched 4 miles, they made camp.

_____ d. Before Gene left, he completed the payroll.

_____ e. Everyone left the building after the fire alarm went off.

_____ f. I tried to control the car as it slid on the ice.

_____ g. Before we went to the hospital, we called the doctor.

_____ h. Patty searched her purse after looking for the keys in her pocket.

_____ i. Carol had the car checked before she left on a trip.

_____ j. The crowd cheered as the band came on stage.

OBJECTIVE: To classify information

A group is made up of things that have something in common. When you classify information, you put things that are alike or similar together.

PART I

DIRECTIONS: Tell what class each group of words belongs to.

EXAMPLE: tea, milk, coffee, pop *beverages*

1. skirt, pants, socks, shirt: _____
2. New Years, Fourth of July, Easter, Thanksgiving: _____
3. mop, broom, soap, water: _____
4. Datsun, Ford, Chrysler, BMW, Cadillac: _____
5. chair, table, dresser, couch: _____
6. hands, feet, arms, eyes: _____
7. Maine, Illinois, Indiana, Iowa: _____
8. Hockey, soccer, tennis, swimming: _____
9. lettuce, tomato, dressing, cucumbers: _____
10. hammer, nails, wood, saw: _____

PART II

DIRECTIONS: There is a word in each group that does not belong with the other words. Draw a line through it.

EXAMPLE:	pencil	chalk	~~tape~~	pen

1.	robin	eagle	duck	worm
2.	rose	water	daisy	tulip
3.	copper	brass	iron	wood
4.	hammer	drill	saw	book
5.	bus	pipe	train	elevator
6.	apples	plums	grapes	bread
7.	swing	playpen	crib	doctor
8.	fork	napkin	spoon	knife
9.	buttons	zippers	scissors	snaps
10.	Ken	Martha	William	Howard

PART III

DIRECTIONS: Find words that have something in common in the group below. Then write them under the correct heading.

groom	drop cloth	van	boxes
bucket	blood test	food	paint
recipe	invitations	stove	measuring cup
brushes	packing	bride	calling phone company

EXAMPLE:

MOVING TO A NEW HOME

packing — *van*

boxes — *calling phone company*

1. PLANNING A WEDDING

_____ _____

_____ _____

2. PAINTING A ROOM

_____ _____

_____ _____

3. COOKING A MEAL

_____ _____

_____ _____

OBJECTIVE: To identify synonyms

A **synonym** is a word which means the **same** or almost the same as another word.

EXAMPLES:

above means **over**

beg means **ask**

wet means **damp**

raw means **uncooked**

PART I

DIRECTIONS: There are four groups of synonyms that follow. Draw a line to connect the synonyms in each group. The first one has been done for you.

GROUP A		GROUP B	
1. huge	female	7. purchase	quiet
2. gift	bucket	8. middle	black
3. man	strike	9. shiny	bright
4. girl	male	10. dark	center
5. pail	present	11. silent	buy
6. beat	large		

GROUP C

12.	cot	tall
13.	keep	too
14.	also	end
15.	high	hold
16.	finish	bed

GROUP D

17.	correct	hurry
18.	walk	tiny
19.	living	strut
20.	rush	right
21.	small	alive

PART II

DIRECTIONS: There are two groups of words below. Check the pairs of words that are synonyms. The first one has been done for you.

GROUP A

- ✔ 1. fake, phony
- ___ 2. before, after
- ___ 3. dry, moist
- ___ 4. decay, rot
- ___ 5. plate, dish
- ___ 6. tent, tint

GROUP B

- ___ 7. yell, scream
- ___ 8. melt, freeze
- ___ 9. sell, buy
- ___10. dear, deer
- ___11. near, close

PART III

DIRECTIONS: There are two lists of words on the left. Circle a synonym for each word. An example in each list has been done for you.

List A

1.	gift	a.	box	b.	present	c.	wrap
2.	blend	a.	water	b.	cook	c.	mix
3.	false	a.	true	b.	untrue	c.	real
4.	price	a.	cost	b.	fast	c.	buy
5.	silly	a.	foolish	b.	fast	c.	slow
6.	pair	a.	twelve	b.	three	c.	two

List B

7.	drink	a.	sip	b.	split	c.	teeth
8.	cash	a.	fine	b.	bell	c.	money
9.	thin	a.	think	b.	fat	c.	slim
10.	test	a.	try	b.	hard	c.	kneel
11.	loud	a.	noisy	b.	quiet	c.	call
12.	run	a.	walk	b.	jog	c.	soft

OBJECTIVE: To understand comparison words

Certain words and endings tell you that something is being compared to something else. Some of these words and endings are below.

Words Used to Compare		Endings Used to Compare
like	less than	er as in slower than
just like	fewer than	er as in prettier than
than	same as	est as in slowest
more than	as (long) as	est as in prettiest
just as	most	

PART I

DIRECTIONS: Underline the word or words used to compare in each sentence.

1. Today's weather is the same as yesterday's.

2. This show is as good as that one.

3. Chicago's phone book is heavier than Evanston's.

4. I ran as far as you.

5. The bookcase was taller than the doorframe.

6. Tom's car is just as dirty as mine.

7. Nana bought a car like Bob's.

8. This summer is the hottest of all summers.

9. My taco salad recipe is just like yours.

10. His new hammer is just like the old one.

PART II

DIRECTIONS: Read each sentence and question. Notice the comparison Words. Then answer YES or NO after the question. The first one has been done for you.

1. Sam tells more jokes than anyone in the class.

   Does anyone in the class tell more jokes than Sam? NO

2. Your dog is barking louder than my dog.

   Is your dog noiser than mine? _____

3. I've been busier this week than I was last week.

   Am I doing more this week? _____

4. Here is the biggest of the three candy bars.

   Are the three candy bars the same size? _____

5. Utilities now cost more than they used to.

   Is the cost of utilities higher now? _____

6. Superman is faster than a speeding bullet.

   Can a speeding bullet keep up with Superman? _____

7. Jan is not as silly as you are.

   Are you sillier than Jan? _____

8. The red book is heavier than the blue book.

   Does the blue book weigh as much as the red one? _____

9. Laura is reading more rapidly than she used to.

   Did Laura read faster before? _____

PART III

DIRECTIONS: Read each sentence and question. Notice the comparison words. Answer YES or NO after the question. The first one has been done for you.

1. Joy's apartment rents for less than Ella's does.

   Does Joy pay more rent than Ella? NO

2. Limes cost less than lemons this week.

   Will you spend more on limes than on lemons this week?
   _____

3. Drying dishes is less work than washing them.

   Is it harder to dry dishes than to wash them? _____

4. There are not as many cups as there are saucers.

   Are there fewer cups than saucers? _____

5. There are fewer cans of beer than there are cans of soda.

   Is there more beer than soda? _____

6. The baby is not as sleepy as her brother.

   Is the baby's brother sleepier than the baby? _____

7. Gail bought fewer books than she expected to.

   Did Gail buy as many books as she thought she would? _____

OBJECTIVE: To understand sentence meaning

It is important to understand even the **small** words in a sentence. Look at the small words below and their meanings. Notice how each word is used in a sentence.

1. **Both** means **two**. (**Both** Joan and Ted will meet us here.)
2. **And** means **plus**. (Al and Steve will meet us, too.)
3. **Or** means **the second of two choices**.
   (Mr. **or** Mrs. Lee will chair the meeting.)
4. **Or** means **the second of two choices** when "**either**" comes before it.
   (**Either** Hy **or** Ned will call the roll.)
5. **Or** means the **last of a series of choices**.
   (Chet, Syl, or Jan will bring the punch.)

PART I

DIRECTIONS: Notice how **either**, **or**, and **both** are used in the sentences that follow. Answer the question after each sentence. The first one has been done for you.

1. Either Mr. Jones or Mr. Smith will go to the meeting.
   How many people will go to the meeting? *one*

2. Mary and Jo will plan the surprise party.
   How many people will plan the party? _____

3. Both boys will go to the movie.
   How many people will go to the movie? _____

4. John or Mary will tape the music.

   How many people will tape the music? _____

5. Both couples are managing the show.

   How many people are managing the show? _____

6. Dave, Bridget, or Mike will drive the car.

   How many people will drive the car? _____

PART II

DIRECTIONS: Notice how the word or is used in the sentences below. Answer the question after each sentence. The first one has been done for you.

1. Sally may have either tea or coffee for breakfast. She does not have coffee.

   What does she have? _____tea_____

2. Tim will buy a Ford or a Buick. He does not buy a Ford.

   What does he buy? _____

3. Frank has a dog named Skip. He has a cat named Kelly. He will sell either the cat or the dog. He does not sell the dog.

   What does he do? _____

4. Tom can either take Monday or Friday off. He does not take Friday off.

   What day does he take off? _____

5. Candy can go to the movies or to dinner. She does not go to dinner.

   What does she do? _____

OBJECTIVE: To draw conclusions

To draw a conclusion means to look at the facts to discover something that is not put into words. Look carefully at the details in the story below.

The phone rang. Jack answered it.

"Hi Jack," Barry said on the other end of the line. "How are you?"

Jack said, "Well, It's nine o'clock at night. I've been working hard all day. I haven't eaten since noon."

What was Jack really saying to Barry? Look at the facts. They all point to one of the conclusions below. Which one is correct?

a. **There is nothing to eat at Jack's house.**
b. **Jack has no money.**
c. **Jack is hungry.**

The story does not tell where Jack is or that there is no food in his house. Therefore, a is not a good conclusion.

There is nothing in the story that points to Jack having no money. Thus, b is not a good conclusion.

After nine hours of hard work without eating, Jack must be hungry. Therefore, c is the most likely conclusion.

PART I

DIRECTIONS: Read each story. Then check (✔) the best answer to each question.

A. Tadd looked at the cop. The cop was writing him a ticket. Tadd knew everyone had been speeding. He didn't think he should have been the only one stopped. He was very angry. He had lost his job that morning. He knew he couldn't pay the fine.

1. Why did Tadd get a ticket?

__ a. He was angry.

__ b. He was drinking.

__ c. He was speeding.

2. Why did Tadd feel angry?

__ a. The cop was rude.

__ b. He wasn't the only one speeding.

__ c. He had tried to get away.

3. Why couldn't he pay the fine?

__ a. He had to pay bills.

__ b. He had lost his job.

__ c. He had lost his temper.

4. Which happened first?

__ a. The cop wrote the ticket.

__ b. Tadd was speeding.

__ c. Tadd lost his job.

B. Jerry was scared. His hands shook as he smoked. His palms felt damp. He had dressed carefully because he wanted to look good. He really wanted this job. He had taken classes at the college to get computer skills. He knew he had everything the ad asked for.

1. Why did Jerry's hands shake?

__ a. He was nervous.

__ b. He was ill.

__ c. He was late.

2. Why did he dress carefully?

__ a. He had a date.

__ b. He wanted to look good for his job interview.

__ c. He wanted to show off his new clothes.

3. Which happened first?

__ a. He dressed for the job.

__ b. He applied for the job.

__ c. He took classes in computer skills.

4. What kind of job might he be applying for?

__ a. bus driver

__ b. computer operator

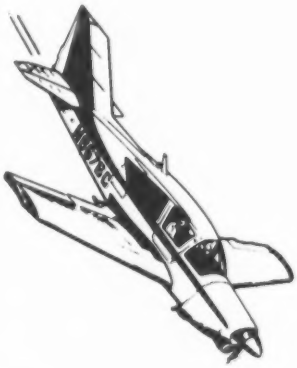
__ c. chef

PART II

DIRECTIONS: Read the story. Then circle the best answer to each question.

THE SMARTEST MAN IN THE COUNTRY

There were four passengers on a plane. One was an old priest. One was a professor. One was the President of the United States. The fourth was a young student. The plane ride was smooth. But then something went wrong. The plane's engines began to make strange noises. Sput - ummm - errr - puh! Errr - sput! The plane was falling.



The pilot shouted over the inter-com. "We're going to crash. Put on a parachute and jump! I'm jumping now. Good luck!"

The four looked around. Oh, no! There were only three parachutes. Who was going to use them? Who should be saved?

"People depend on me," said the President. "I must jump!" He strapped on a parachute. Out the door he went. He sailed through the sky.

The professor touched his head and spoke. "I am the smartest man in the country. I have to be saved!" He lifted the straps over his shoulders. Then he jumped out quickly.

The priest and the student looked at each other. "You go, son," said the priest. "I am ready to go to heaven. You are young. You should live longer."

"We can both jump," said the student.

"What do you mean? There is only one parachute left!" said the priest.

"No, there are two," the student told him. "The smartest man in the country just strapped on my backpack!"

---

1. What can you conclude about the professor?

   a. He was not as smart as he thought he was.
   b. He was blind.
   c. He was the smartest man in the country.

2. What was wrong with the plane?

   a. A wing fell off.
   b. Something went wrong with the engines.
   c. It flew too low.

3. What was the priest willing to do?

   a. He was willing to go down with the plane.

   b. He was ready to start singing.

   c. He was willing to stop the plane from falling.

4. What can you conclude about the backpack?

   a. It was too small.

   b. It had books in it.

   c. It had straps like the parachutes.

5. What happened to the professor?

   a. He landed safely.

   b. He was hurt or killed.

   c. The priest landed on top of him.

PART III

DIRECTIONS: Read the following paragraphs. Answer the questions after each. The first one has been done for you.

1. James smelled gas when he walked into the kitchen. He was the only one at home. He was worried. He picked up the phone and started to dial.

Who do you think James was calling? *James was probably calling the gas company.*

2. A company in Chicago is paying five dollars for each copper penny. Nancy has a collection of copper pennies. Nancy needs money to pay for her college courses.

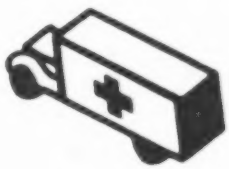
What do you think Nancy will do? _____

_____

3. The gym at the school was warm. It was crowded. Children were crying. Parents looked tired. Many were hurt. Some people were lying on cots. The Red Cross was serving hot food. Emergency trucks were bringing in more and more people. It was still raining hard outside.

Why do you think the people were in the gym? _____

_____



4. The men met at the union hall after work. They looked angry. They talked in small groups. The boss had told them they were getting a pay cut. They had to make a decision.

What decision did the men have to make? _____

_____

5. Alice White has the nickname "Peaches." All of her friends call her "Peaches." Whenever she has to sign her name at work or at the bank, she signs Alice White. Today she has to sign some legal papers.

How will she sign her name? _____

_____

6. Cindy watched the movers pull up to the house across the street. The big van pulled into the driveway and three men got out. They went to the door of the house and opened it with a key. Cindy could see the men through the windows. They were packing things into large boxes. It seemed strange, since she didn't know the Hoopers were moving. In fact, she was certain they weren't. Something was wrong. She decided to call the police. Lucky for the Hoopers that she did.

What were the men doing? _____

_____

OBJECTIVE: To alphabetize using the first letter

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

The first letters are not the same in the group of words below. To put the words in A B C order, first look for a word that begins with a. If there is no word which begins with a, go on to b. Next, look for a word which begins with c and so on.

EXAMPLE:	bad	1.	bad
	dance	2.	dance
	frog	3.	frog
	head	4.	head
	shoe	5.	shoe

PART I

DIRECTIONS: There are four groups of words. Put them in ABC order. Use the numbers 1-5.

GROUP A

sock	a.	____
belt	b.	____
hat	c.	____
coat	d.	____
blouse	e.	____

GROUP B

eyes	a.	____
hand	b.	____
nose	c.	____
feet	d.	____
arm	e.	____

GROUP C

beer	a.	____
milk	b.	____
tea	c.	____
coffee	d.	____
wine	e.	____

GROUP D

cup	a.	____
knife	b.	____
fork	c.	____
plate	d.	____
glass	e.	____

PART II

DIRECTIONS: Are the groups of words below in the right order? If so, write YES in the first blank. If not, put them in the right order. Use the numbers 1-5. The first two groups have been done for you.

GROUP A

a. apples 1
b. plums 5
c. grapes 2
d. oranges 4
e. lemons 3

GROUP B

a. fog YES
b. hail ____
c. ice ____
d. rain ____
e. snow ____

GROUP C

a. key ____
b. dash ____
c. wiper ____
d. hood ____
e. tire ____

GROUP D

a. breakfast ____
b. dinner ____
c. lunch ____
d. snack ____
e. tea ____

GROUP E

a. baseball ____
b. tennis ____
c. skiing ____
d. volleyball ____
e. football ____

GROUP F

a. Nixon ____
b. Kennedy ____
c. Ford ____
d. Carter ____
e. Reagan ____

OBJECTIVE: To interpret written directions

Understanding directions is very important. It can make life easier for you. It can also make life safer for you.

Some directions are very simple. They tell you to **do one thing only.** They can also tell you **one thing <u>not</u> to do.**

PART I

DIRECTIONS: Read the directions. Then check (✔) the best answer which tells what the directions mean.

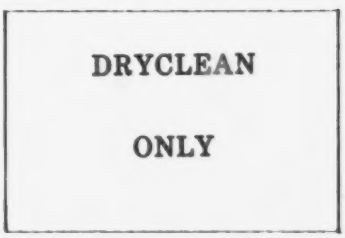
A.

___ 1. If used near an open flame, the polish might catch fire.

___ 2. The polish might put out the flame.

___ 3. An open flame will make the polish hard.

B.



___ 1. Do not clean this garment when it is wet.

___ 2. Brush off lint before cleaning the garment.

___ 3. Do not wash this garment.

C.

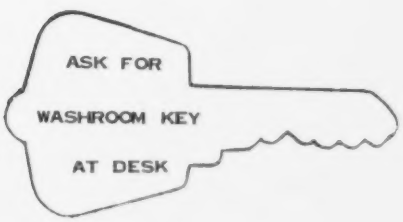
DON'T WALK

__ 1. Do not cross the street until the green light comes on.

__ 2. Do not run across the street.

__ 3. Drive across the street.

D.



__ 1. The washroom is locked. Some one at the desk will give you the key to open it.

__ 2. The washroom is near the desk.

__ 3. Someone at the desk will unlock the washroom door.

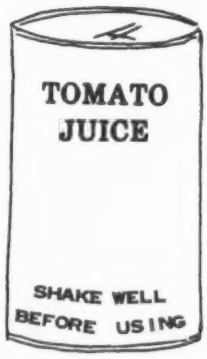
E.

__ 1. This bus is slower than the other buses. It makes many stops.

__ 2. This bus is faster than the other buses. It makes few stops.

__ 3. This bus leaves every 15 minutes.

F.

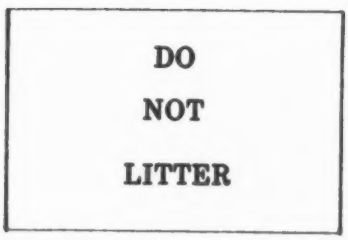


__ 1. You should shake the tomato juice many times before you drink it.

__ 2. You should drink the tomato juice as it is.

__ 3. You should add water to the tomato juice before you drink it.

G.



__ 1. Do not catch bugs in this area.

__ 2. Do not throw, paper, cans, or other trash in this area.

__ 3. Put all paper and cans in this area.

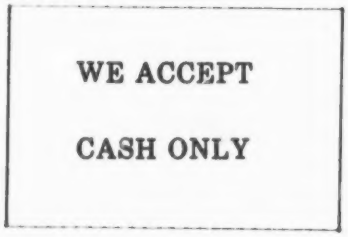
H.

__ 1. You can drink only coffee in this office.

__ 2. You cannot eat in this office.

__ 3. It is okay to eat in this office.

I.



__ 1. Cash sales will cost more.

__ 2. No checks or credit cards accepted.

__ 3. You cannot get credit; pay with a check.

Following directions is not always easy. Therefore, you should follow them with care. Here are a few tips to help you.

*Read all of the directions. Read them more than once.

*Make sure that you have everything that you need to complete the job.

*Take your time.

*Follow the directions in order.

*Follow the directions exactly.

Directions can tell you many things. They can tell you:

*how to get somewhere

*how to do something

*how to make something

*what to do

PART II

DIRECTIONS: Follow the directions below.

1. Before doing anything, read all of the directions.
2. Get a sheet of paper.
3. Put a large circle at the bottom of your paper.
4. Put your initials in the circle.
5. Write your name at the top of your paper, on the right.
6. Give your paper to your teacher.
7. Go back and do only directions 5 and 6.

OBJECTIVE: To interpret written directions

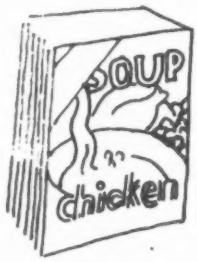
PART I

DIRECTIONS: Read the directions for making chicken soup. Then circle the correct answer for each question.

INSTANT CHICKEN SOUP
(Makes One Cup

DIRECTIONS

1. Tear package along dotted line.
2. Pour dry soup into large cup.
3. Add hot water.
4. Stir well to mix.
5. Drink, or eat with spoon.



1. What do the directions tell you how to make?
   a. chicken
   b. chicken soup
   c. noodle soup

2. What is the first step?
   a. Add hot water
   b. Tear package along dotted line.
   c. Stir well to mix.

3. How long do you think it will take to make the soup?
   a. two hours
   b. a few minutes
   c. a few hours

PART II

DIRECTIONS: Read the recipe below. Then answer the questions which follow.

TACOS

1 pound ground beef
2 medium onions
3 large tomatoes
1 small head of lettuce
1 8oz. pack cheddar cheese
taco seasoning sauce
8 taco shells (boxed or frozen) If frozen, cook shells in 1 oz. of oil. Cook each side 15 seconds.

Brown ground beef in pan. Use medium heat. Drain fat. Chop onions, tomatoes, lettuce. Grate cheese if bought in a chunk. Fry shells or use boxed shells. Layer meat, onions, tomatoes, cheese, and lettuce on the shells. Sprinkle with taco sauce. Serves 4.

1. How many tomatoes are needed to make the tacos? _____
2. How much lettuce is needed? _____
3. How many onions should you use? _____
4. How much ground beef does the recipe ask for? _____
5. How much cheddar cheese is called for? _____
6. Does the recipe tell you to combine the onions, tomatoes, and lettuce? _____
7. What kind of sauce is called for? _____
8. What should you do with the fat? _____
9. If the cheese is bought in a chunk, what must you do with it?

_____

10. What are you supposed to do with the taco sauce? _____

_____

Sometimes following directions means sticking to a schedule.

PART III

A. DIRECTIONS: The babysitter's schedule below was made by the Nelsons. Read the schedule. Then answer the questions.

BABYSITTER'S SCHEDULE

7:30	Mrs. Nelson drops off Jason
8:00	Breakfast for Jason: cereal, egg, juice, or milk
9:00	Storytime
10:00	Playtime
11:30	Rest period
Noon	Lunch: soup, peanut butter and jelly sandwich, cookie, and apple juice
1:00	Naptime
2:00	Bathe Jason
2:20	Dress Jason
3:00	Mr. Nelson picks up Jason

1. What time does Mrs. Nelson drop off Jason? _____
2. When is naptime? _____
3. Is Jason given a bath before lunch? _____
4. What two times can Jason be given juice? _____
5. How many meals does Jason have at the sitter's? _____

B. **DIRECTIONS:** Put the list below in the right order. Look at the schedule. Use the numbers 1-10.

a. Naptime ____

b. Pickup ____

c. Dropoff ____

d. Breakfast ____

e. Lunch ____

f. Storytime ____

g. Rest Period ____

h. Playtime ____

i. Bath ____

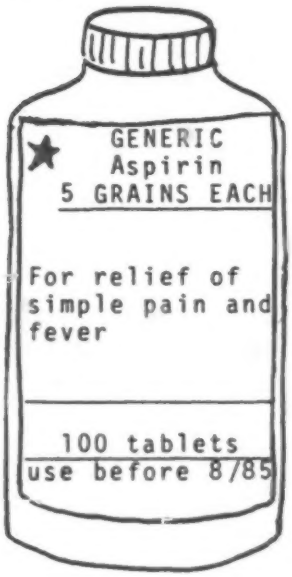
j. Dress ____

PART IV

DIRECTIONS: Read the paragraph below and the labels from the aspirin bottle. Answer the questions.

How Safe is Aspirin?

Take aspirin with care. It can help you feel better. It can also make you sicker if you take too many of them. Before you use aspirin, read the label. You can find out many things from it. Look for a date. After a certain date, the aspirin may be unsafe to use.



DOSAGE
Adults (12 yrs and up): 1 to 2 tablets every 4 hours. Do not take over 12 tablets a day.

WARNING
Keep this and all drugs out of the reach of children. In case of accidental overdose, see a doctor right away.

1. What is aspirin used for? _____
2. How many tablets are in the bottle? _____
3. After what date are the aspirin unsafe to use? _____
4. Should young children take this aspirin? _____
5. What does the warning tell you? _____
   _____
6. How many tablets can an adult take each day? _____

OBJECTIVE: To understand functional words

You already know the importance of certain words in your daily life. You will see them again and again on such things as forms and signs. Knowing the meaning of these can make life easier for you.

DIRECTIONS: The underlined words that follow are often found on job applications. Use the context to figure out the best meaning of each word. Then circle the correct meaning. The first one has been done for you.

1. When Rose got married, she dropped her <u>maiden name</u>.

   Maiden name means:

   (a.) your last name before marriage
   b. your last name after marriage

2. Make sure that all the information is true. It is illegal to <u>falsify</u> information.

   Falsify means:

   a. to give correct answers
   b. to give wrong information

3. Write down your <u>present address</u>. I don't want to know where you lived in the past.

   Present address means:

   a. your last address
   b. where you live now

4. A birth certificate is an important **document**. It shows when you were born.

   Document means:

   a. something written that gives proof of some fact
   b. the place where you were born

5. Some employers will ask for **references**. Don't ask someone who dislikes you to give an employer information about you.

   References means:

   a. people who know about your work or personality
   b. people who worked for you

6. Mr. Smith works for that company. For that reason, they won't hire his **spouse**.

   Spouse means:

   a. a husband or wife
   b. special policy for married people

7. Melvin's **special skill** is wood carving. He has spent most of his adult life carving unusual furniture.

   A special skill is:

   a. a furniture maker
   b. something that you do very well

8. Most forms ask for your **signature**. You should write (not print) your name.

   Signature means:

   a. the way you print your name
   b. the way you sign your name

9. Most employers want to know your job history. This will inform them about your background as a worker.

   Job history means:

   a. details such as when and where you worked, duties, and salary
   b. details such as the schools you attended and the classes you took

10. Never criticize your former employer in an interview. The interviewer probably will not appreciate your finding fault with a person you once worked for.

    Former employer means:

    a. the person you are trying to work for
    b. a person you worked for in the past

11. Some companies want to know your career goal. This will give them an idea about the kind of job you look forward to having.

    Career goal means:

    a. the type of job you are trained to do
    b. the type of job you would eventually like to have

OBJECTIVE: To understand the meaning of phrases

Certain phrases make our language more interesting. Look at the phrase, "**turned the other cheek.**" Notice how it is used in the sentence below.

Mary's remark was unkind, but Sally just turned the other cheek.

Circle the best meaning for the phrase.

a. got very angry
b. ignored it
c. called her names

You should have circled b., ignored it.

DIRECTIONS: Read the sentences that follow. Notice how the underlined phrases are used. Circle the best meaning for each phrase.

1. I don't know if I should take the job. It is six in one hand and half a dozen in the other.

   a. Both choices are equal.
   b. The first job is better than the other.
   c. The job is only six months long.

2. He's just a rolling stone. Don't expect him to stay.

   a. hard and cruel
   b. rock
   c. wanderer

3. By telling a lie, Katie jumped out of the frying pan into the fire.

   a. cooked dinner
   b. made matters worse
   c. spilled her dinner

4. I wouldn't complain about her if I were you. It's like the pot calling the kettle black.

   a. Both people are equally at fault.
   b. The cooking utensils are talking to each other.
   c. Dinner is late.

5. That lady is two-faced. Don't trust her.

   a. can look two ways at the same time
   b. will say one thing to one person and something different to another.
   c. has a split personality.

6. People in glass houses shouldn't throw stones. I don't understand why you are so touchy.

   a. You can see through glass houses.
   b. Glass houses are fragile.
   c. You are as open to criticism as anyone else.

OBJECTIVE: To recognize and write contractions

A **contraction** is made up of two words. One or more letters have been left out of the second word. The missing letters are replaced with an **apostrophe** (').

PART I

A. DIRECTIONS: Read the words below on the left. Look at the letters to be omitted in the contractions. Then write the contractions. The first one has been done for you.

Contractions Formed with the Verb "Be"

	Words	Letters to Omit	Contractions
1.	I am	a	*I'm*
2.	you are	a	
3.	he is	i	
4.	she is	i	
5.	it is	i	
6.	we are	a	
7.	they are	a	

B. DIRECTIONS: Underline the contraction in each sentence. Then write the words that make up the contraction. The first one has been done for you.

1. I'm always on time for work. _____I am_____
2. Do you know if she's ready? _____
3. He's the night supervisor. _____
4. It's never too late to learn. _____
5. Do you think they're coming? _____
6. I think we're the first to arrive. _____
7. My parents say that you're always welcome. _____

PART II

A. DIRECTIONS: Read the words below on the left. Notice the letters to be omitted in the contractions. Write the contractions. The first one has been done for you.

Contractions Formed with the Verb "Have"

	Words	Letters to Omit	Contractions
1.	I have	ha	I've
2.	you have	ha	
3.	he has	ha	
4.	she has	ha	
5.	it has	ha	
6.	we have	ha	
7.	I had	ha	
8.	you had	ha	

B. DIRECTIONS: Underline the contraction in each sentence. Then write the words that make up the contraction. The first one has been done for.

1. I think that I've seen you before. *I have*
2. Do you think that you've got enough credits? _____
3. He's been very helpful with the project. _____
4. It's been ten years since we have talked. _____
5. I think that you'd better call them now. _____
6. If I'd told you, it would not have been a surprise. _____

PART III

A. DIRECTIONS: Read the words below on the left. Notice the letters to be omitted in the contractions. Write the contractions. The first one has been done for you.

Contractions Formed with "Will" and "Would"

	Words	Letters to Omit	Contractions
1.	I will	wi	*I'll*
2.	I would	woul	
3.	you will	wi	
4.	you would	woul	
5.	she will	wi	

Contractions Formed with "Will" and "Would" (Cont'd)

	Words	Letters to Omit	Contractions
6.	he will	wi	*he'll*
7.	he would	woul	
8.	she would	woul	
9.	it will	wi	
10.	we will	wi	
11.	we would	woul	

B. DIRECTIONS: In each sentence, underline the words that can be changed to a contraction. Write the contraction in the blank after the sentence. The first one has been done for you.

1. I would like to apply for a job. *I'd*
2. I will review your job application. _____
3. If Mrs. Lara had the time, she would help you. _____
4. It will take all morning for the interview. _____
5. I think that you will do well in your interview. _____
6. I am sure you will get the job. _____
7. Mr. Cohn thinks that you would make a great welder. _____
8. We would like to wish you good luck. _____
9. We will notify you in a week. _____

PART IV

A. DIRECTIONS: Read the pair of words on the left. Notice the letters to be omitted in the contractions. Write the contractions. The first one has been done for you.

Contractions Formed with "Not"

	Words	Letters to Omit	Contractions
1.	is not	o	*isn't*
2.	are not	o	
3.	was not	o	
4.	were not	o	
5.	do not	o	
6.	does not	o	
7.	did not	o	

B. DIRECTIONS: Underline the words in each sentence that could make a contraction. Write the contraction in the blank after the sentence. The first one has been done for you.

1. The body does not always get good food. *doesn't*
2. Vitamin C is not made in the human body. _____
3. Do not stick sharp objects in your ear. _____

4. The film about vitamins was not in the library. _____

5. They were not the pills I wanted. _____

6. The teacher did not spend enough time on nutrition. _____

7. This lesson does not give enough details about vitamins.

_____

PART V

A. DIRECTIONS: Read the pair of words on the left. Notice the letters to be omitted in the contractions. Write the contractions. The first one has been done for you.

Contractions Formed with "Not"

	Words	Letters to Omit	Contractions
1.	can not	no	*can't*
2.	could not	o	
3.	will not	Change "will" to wo. Omit "o" in "not".	
4.	would not	o	
5.	should not	o	
6.	has not	o	
7.	have not	o	
8.	had not	o	

B. DIRECTIONS: Underline the words that make up the contraction in each sentence. Write the contraction in the blank after the sentence. The first one has been done for you.

1. Without light, green plants cannot make food. *can't*
2. Joyce could not understand the diagrams. _____
3. Juan would not show us his science project. _____
4. My brother has not done his science project. _____
5. Cole and Anita have not entered the contest. _____
6. The judges had not arrived when I left. _____
7. The judges should not have been late. _____

OBJECTIVE: To divide words into syllables

Words can be broken into parts. Each part is called a syllable. You can find out how many syllables are in a word by counting the number of vowels that are heard.

PART I

DIRECTIONS: Write the number of syllables in each word. Remember to count the number of vowel sounds. The first two have been done for you.

1.	water	2	12.	robber	____
2.	aid	1	13.	sore	____
3.	airline	____	14.	stew	____
4.	beach	____	15.	bread	____
5.	belt	____	16.	number	____
6.	compare	____	17.	white	____
7.	danger	____	18.	beat	____
8.	giving	____	19.	unlock	____
9.	holiday	____	20.	rice	____
10.	lower	____	21.	accident	____
11.	belong	____	22.	color	____

PART II

DIRECTIONS: There are six rules that follow to help you divide words. Review each rule. Then divide the words after the rule by rewriting them. The first two in each group have been done for you.

RULE 1

When there are two consonants between two vowels, the word is usually divided between the consonants.

EXAMPLES: bas - ket doc - tor

1.	carpet	*car - pet*	7.	button	
2.	garden	*gar - den*	8.	enroll	
3.	admit		9.	under	
4.	better		10.	letter	
5.	dollar		11.	winner	
6.	invite		12.	picture	

RULE 2

When there is one consonant between two vowels, the word is usually divided before the consonant.

EXAMPLES: le - gal o - bey

1.	panic	*pan - ic*	6.	dosage	
2.	open	*o - pen*	7.	police	
3.	reject		8.	item	
4.	donate		9.	radar	
5.	florist		10.	relax	

RULE 3

Words that end in le with a consonant before the le are usually divided before the consonant.

EXAMPLES: peo - ple ta - ble

The exception to this rule is words that end in ckle. The c in these words is silent. Therefore, the k goes with the first syllable.

EXAMPLES: tack - le buck - le

1. pickle *pick - le*
2. circle *cir - cle*
3. crackle _____
4. wrinkle _____
5. bottle _____
6. sprinkle _____
7. rifle _____
8. muscle _____
9. jungle _____
10. apple _____
11. knuckle _____
12. riddle _____

RULE 4

The ed ending is a separate syllable on word parts ending with d or t.

EXAMPLES: ground - ed test - ed

1. nested *nest - ed*
2. scolded *scold - ed*
3. founded _____
4. tended _____
5. dented _____
6. folded _____
7. sounded _____
8. minted _____
9. hinted _____
10. molded _____

RULE 5

Compound words are divided between the small words.

EXAMPLES: tooth - paste shoe - lace

1.	breakfast	break - fast	7.	tonight	_____
2.	herself	her - self	8.	seafood	_____
3.	today	_____	9.	Sunday	_____
4.	daylight	_____	10.	freeway	_____
5.	highway	_____	11.	inside	_____
6.	showroom	_____	12.	himself	_____

RULE 6

Certain groups of letter are never separated. See the examples below.

Vowel Groups

ou as in loud - er oi as in spoil - er

Vowels Grouped with r and w

ar as in charm - ing ew as in new - ly
or as in morn - ing ow as in show - er

Consonant Digraph Groups

ng as in sing - er ck as in suck - ing

Consonant Blend Groups

tw as in be - tween pl as in im - plant

1. clouded *cloud-ed*
2. ringer *ring-er*
3. stocking _____
4. wringer _____
5. crowded _____
6. stewing _____
7. farmer _____
8. sewer _____
9. worker _____
10. replay _____
11. jewel _____
12. proudly _____

OBJECTIVE: To accent syllables

Accent is the stress given to a syllable when a word is pronounced. An accent mark (') shows which syllable gets the most sound. In most words, the first syllable gets the most sound.

Say these words aloud. Listen for the accented syllable.

cir'cus cot'ton le'gal pen'cil trav'el

DIRECTIONS: Pronounce the words. Divide them into syllables. Then put an accent mark on the syllable that gets the most sound. The first one has been done for you.

1. level	*lev'-el*	12. calendar	
2. broken		13. syllable	
3. pupil		14. family	
4. bacon		15. dentist	
5. scallop		16. Monday	
6. visit		17. faculty	
7. tennis		18. accident	
8. habit		19. televise	
9. seven		20. follow	
10. fatal		21. finish	
11. sandwich		22. ballgame	

OBJECTIVE: To use a pronunciation key

Most dictionaries tell how to pronounce each word that is defined. The pronunciation is shown right after the word. It is spelled to show the way the word sounds. A pronunciation key shows examples of words in which vowel sounds and other letter combinations appear.

Diacritical marks show the sound of letters. These marks are usually used with the vowels a, e, i, o, and u. If a vowel is short, it is marked with a ˘ or is not marked at all.

EXAMPLES: făst ĕd ĭs nŏt ŭp

If a vowel is long, it is marked with - over it.

EXAMPLES: dāy ēvening tīme nōte ūse

Some letters have more than one sound. For example, c is pronounced as s or k; s can be sounded as s or z, etc. The sound that the letter makes in the word is used. For example, sounds becomes soundz. Words that have wh as the first two letters actually start with the sound of hw.

PRONUNCIATION KEY	
ă ..... apple, cat	ŏ ..... ox, sock
ā ..... aim, face, say	ō ..... open, hope
â(r).... hair, fare	ô ..... bought, hall
ä ..... farm, palm	ŭ ..... up, under
ĕ ..... empty, met	u̇ ..... put, foot
ē ..... even, see, team	ü ..... noon, spool
ė ..... circle, earth	oi ..... oil, loin
ĭ ..... in, lit	ou ..... out, owl
ī ..... I'm, like, buy	sh ..... sharp, fish
	zh ..... measure, vision
th ..... thin, fourth	
ŦH ..... this, smooth	

The pronunciation key is not the same in every dictionary. Use the symbols in this key to get your answers for the rest of this exercise.

PART I

DIRECTIONS: Match the sound spelling of each word with the usual spelling. The first one has been done for you.

1.	plāt	echo
2.	mēt	bake
3.	bōt	large
4.	duz	fed
5.	bāk	meet
6.	fed	phrase
7.	krēp	match
8.	mach	does
9.	frāz	plate
10.	e'kō	boat
11.	larj	creep

DĒP FRĪ

The symbol ə is called a **schwa**. It usually shows that a vowel is neither long nor short in an unstressed syllable. Pronounce the words below. Notice the **schwa** sound.

ə takes the place of these letters:

a	as in	adult	o	as in	lemon
e	as in	happen	o	as in	second
i	as in	pencil	u	as in	further

PART II

DIRECTIONS: Write the usual spelling with each sound spelling. The usual spellings are listed out of order on the right. The first one has been done for you.

1.	zip'ər	*zipper*	bicycle
2.	en'əmē	_____	bifocal
3.	lär'və	_____	larva
4.	ə bout'	_____	local
5.	sėr'kəs	_____	above
6.	ə buv'	_____	about
7.	liv'ər	_____	after
8.	lō'kəl	_____	liver
9.	bī'sik əl	_____	zipper
10.	bī'fō kəl	_____	enemy
11.	af'tər	_____	circus

PART III

DIRECTIONS: Rewrite the following sentences. Use the normal spelling. Refer to the pronunciation key. The first one has been done for you.

1. Kan yü fig'yər out ôl uv thēz werds?

   Can you figure out all of these words?

2. Just kēp on trī'ing!

3. Sün yü wil bē ā'bl tü dü it without' lük'ing at ŦHə kē.

4. ŦHōz hü cām ŦHis fär dəserv' ə med'l.

5. Or, yü mīt prəfer' ə big red prīz bəlün'!

6. Lông əgō', pēp'l bēgan' tü yüz soundz tü nām thingz.

7. ŦHen ŦHā yüzd soundz tü tel əbout akshən.

8. Fī'nlē, ŦHā mād up soundz tü dəskrīb' thingz.

9. Hwen pē'pl agrē on ŦHə mē'ning uv soundz, werdz ar bôrn.

OBJECTIVE: To skim to locate specific details

Sometimes you should read as fast as you can. When you read this way, you are not interested in **all** of what you read. You want to know about only **part** of what you read. This type of reading is called **skimming**. Here are some tips to help you find details quickly.

* Decide on your purpose for reading.
* Let your eye wander over what you are going to read.
* Read very fast.
* Skip over unimportant words.
* Stop only when you see something that relates to what you are looking for.
* When you find what you want, slow down. Now read this information carefully for specific details.

Small newspaper ads are called **classified ads.** People use them to sell things, rent homes, and find jobs. They also use them to send personal messages.

DIRECTIONS: Skim the classified ads below. Answer the questions which follow.

1
Looking for a man-**Air Conditioning, Refrigeration, Heating** experience. Call 335-3741.

2
Auto Bodyman wanted. Must have own tools and experience. Call at 773-3431. Equal opportunity employer.

3
Auto Body person needed. Will train. Call Kenny at 352-3855.

4
Dental Ass't-Receptionist. Spanish bilingual. Need mature, experienced person over 40. Call Dr. Lee at 773-2355.

5

D.J. wanted for near south night-club. Video and contemporary music knowledge preferred. Bring tape and resume to 507 Parksdale St. Ask for Lou.

6

Drivers needed for pizza trucks. $6 and up per hour. Full and part-time. Call 849-2862 after 3:00 p.m.

7

Hair Designer. Male or female with experience. Must have own tools. Good opportunity. Call Pierre, 785-5205.

8

Manicurist. Must be able to work with sculptured nails. Please call Yoko at 643-2096 for further details.

9

Pre-School Teacher's Aide. Must have high school diploma and good communication skills. Will train. Apply at 5625 E. 21st Street.

10

Sales persons needed. Exciting opportunities at fitness SPA. No experience necessary. Will train. Must be in good shape and willing to work weekends. Call Camela at 614-7309.

11

Secretary wanted Salary $12-$15,000. Must type 60 w.p.m. Shorthand 70. 1-2 yrs. exp. Call Mrs. Capelton at 776-5254.

12

Store Manager for department store. Must have experience. Sal. $18-$22,000 yr. Call Mr. Brock, 352-3855.

13

Waitress wanted. Will train fast worker. Starting pay $4.50/hr. + tips. Benefits include free uniforms, 1 wk. paid vacation, full coverage medical plan. Apply at 6100 E. 25th St.

14

Waitress. 1 year exp. Start at $5.00/hr. + tips. 2 weeks vacation, 1 wk. paid, free uniforms. Call 225-0000 for appointment.

1. It is against the law to advertise a job for a man only or for a woman only. What ads appear to break this law?

   _____

2. What is the salary range for the secretarial job?

   _____

3. Which ad will train a person to do auto body work?

   _____

4. What time should you call about being a driver of a pizza truck? _____

5. You want to work with small children but you have no experience. Which ad might interest you? _____

6. You have just completed your first course in hair designing. Are you prepared for the job in ad #7? _____

7. Which ad seems to discriminate against people under 40 years old? _____

8. You want to work as a waitress. You have no experience but you learn fast. Which job should you apply for?

   _____

9. You want a job as a disk jockey. Where should you take your tape and resume? _____

10. Who should you call to ask about a job as a store manager?

    _____

11. What number should you call to find out about a job as a manicurist? _____

OBJECTIVE: To identify the topic sentence in a paragraph

In every paragraph, there is usually a sentence that tells what the paragraph is about. This is called the **topic sentence.** It is usually at or near the beginning of the paragraph. Sometimes it is the last sentence. The topic sentence may also be within the paragraph.

Read the paragraph below. Notice that the topic sentence is at the beginning of the paragraph.

> **There are several ways to get downtown from anywhere in Chicago.** There is a network of buses and trains that leave often from all over the city. Buses run on major streets. You can transfer from bus to bus, or from a bus to a train to go downtown. Of course, you might hail a cab, but that will cost a lot more. Expressways for cars and other motor vehicles lead directly to the heart of the city. You could ride a bike, but it might be hard to find a safe place to leave it. If you are in good shape, you might even prefer to walk.

The first sentence states that there are several ways to get downtown. The rest of the paragraph tells about different ways to get there. Since the first sentence tells you what the paragraph is going to be about, it is the topic sentence. A **topic sentence** can also ask a question that is answered by the rest of the paragraph.

DIRECTIONS: The following paragraphs <u>begin</u> or <u>end</u> with a topic sentence. Underline the topic sentence in each paragraph.

1. Do cats' eyes really glow in the dark? Many people believe they do. However, no creature's eyes can create light. Eyes cannot glow the way a firefly glows. Cats' eyes are not visible in the dark unless there is some light. The light is reflected, not made, by the cats' eyes.

2. As honeybees fly from flower to flower, they collect nectar. Nectar is a sweet liquid made by plants. Many people think that the bees are collecting honey. They don't know that there is no honey in flowers. The nectar turns into honey in the body of the bee. As you can see, bees do not collect honey. They produce it.

3. The only cure for excess alcohol in the bloodstream is time. It takes time for it to be burned away in the body. Alcohol is burned at the rate of about half an ounce an hour. There is nothing that can speed up this rate, not even coffee. Coffee cannot sober a person up. It cannot help him drive safely. There is only one way that coffee helps. That is the length of time it takes to drink it.

4. It was late afternoon in a California mining camp. The cook thought about what he would fix for dinner. He had some leftovers, so he mixed them together. The cook, being Chinese, called it tsa sui. This means "various things." The miners pronounced it chop suey. It was a Chinese cook who made the first chop suey, but he did not make it in China.

5. The safest way to mail valuables is by Registered Mail. You are given a receipt when you pay to register the mail at a post office. You are paying for the security of your letter or package. The receipt shows the value of your letter or package. Your mail is kept track of as it moves through the postal system. You may request a Return Receipt. This shows to whom your mail was delivered. It also shows when it was received, and where.

6. Many steps bring bread to grocery shelves. Farmers harvest ripe grain. Because the price of grain changes often, farmers store it until the price is right. Then they take the grain to nearby firms which buy the grain and store it. When there is enough grain, they sell it to mills. The mills grind it into flour and sell it to bakers. The bakers use it to bake bread. Then they wrap and label the bread. The bakeries take orders from stores and their trucks take the bread far and wide. At last, clerks place the bread on grocery shelves for us to buy.

7. A poster displayed in eating places tells how to save a person who is choking. A choking person can usually manage for himself but if he cannot, one must act fast. A person can die in four minutes if he can't breathe. Choking on food is caused by a piece of food trapped in the throat. The food blocks the air passage, making it impossible to speak or breathe. If no one is around, a person can save himself by pressing his fists into his abdomen, hard. This forces a sheet of muscle to press the lungs. Air rushes up the windpipe to force the food out. It is important to be aware of these things.

OBJECTIVE: To alphabetize to the second and third letter

When two or more words start with the same letter, the second letter will tell you which word should come first when you are alphabetizing. Look at the example below.

EXAMPLE:

1 bath
3 both
2 bind

The three words start with b. Look at the second letter to see which word should be first. a comes before i or o. Therefore, bath comes before bind or both when you are alphabetizing. Bind should come next and both should come last.

PART I

DIRECTIONS: Arrange the words in each group in alphabetical order. Use the numbers 1-5. The first group has been done for you.

Group A

1. 3 door
2. 1 date
3. 2 dime
4. 4 dress
5. 5 duty

Group B

1. ___ basic
2. ___ before
3. ___ butter
4. ___ bottom
5. ___ blue

Group C

1. ___ act
2. ___ ask
3. ___ absent
4. ___ add
5. ___ always

Group D

1. ___ list
2. ___ later
3. ___ loan
4. ___ left
5. ___ lunar

Group E

1. ___ main
2. ___ mix
3. ___ most
4. ___ mental
5. ___ mustard

Group F

1. ___ first
2. ___ fourth
3. ___ faster
4. ___ further
5. ___ fender

Group G

1. ___ heal
2. ___ happen
3. ___ hip
4. ___ horrible
5. ___ hunt

Group H

1. ___ next
2. ___ nag
3. ___ number
4. ___ north
5. ___ nine

Group I

1. ___ tasty
2. ___ three
3. ___ tin
4. ___ torn
5. ___ turning
6. ___ tenth

Group J

1. ___ cent
2. ___ class
3. ___ corner
4. ___ carve
5. ___ curler
6. ___ cider

If the first and second letters are the same, look at the third letters when you are putting words in alphabetical order. See the example below.

EXAMPLE:
1 present
3 prove
2 pride

The first two letters of each word are alike. Look at the third letters to see which should come first. E comes before i or o. Therefore, present comes before pride and prove. Pride comes next and prove comes last.

PART II

DIRECTIONS: Arrange the words in each group in alphabetical order. Use the numbers 1-5. The first group has been done for you.

Group A

1. 4 visit
2. 2 village
3. 1 victory
4. 5 vital
5. 3 vine

Group B

1. ___ spell
2. ___ spread
3. ___ Spanish
4. ___ spit
5. ___ spy

Group C

1. ___ plastic
2. ___ plenty
3. ___ plus
4. ___ plumber
5. ___ plate

Group D

1. ___ sorry
2. ___ soap
3. ___ soda
4. ___ sole
5. ___ soup

Group E

1. ___ jar
2. ___ jacket
3. ___ jawbone
4. ___ jade
5. ___ jam

Group F

1. ___ rich
2. ___ riot
3. ___ river
4. ___ rider
5. ___ right

PART III

DIRECTIONS: Write the words in each group in alphabetical order. The first group has been done for you.

Group A

1. door absent
2. donut always
3. absent donut
4. always door
5. loan loan

Group B

1. tasty _____
2. three _____
3. class _____
4. prove _____
5. pride _____

Group C

1. angel _____
2. father _____
3. fallout _____
4. final _____
5. aunt _____
6. age _____

Group D

1. glue _____
2. great _____
3. games _____
4. meat _____
5. meter _____
6. matter _____

Group E

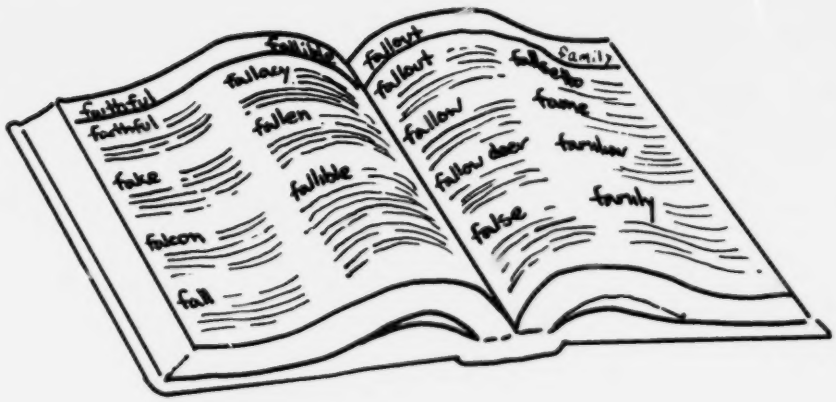
1. butcher _____
2. battle _____
3. cage _____
4. candle _____
5. fighter _____

Group F

1. diamond _____
2. damp _____
3. sort _____
4. barber _____
5. bottle _____

OBJECTIVE: To use guide words

Some dictionaries have two guide words at the top of each page. Others have only one. The dictionary pictured below has only one. The guide word on the left hand page is the same as the <u>first</u> word listed on that page. The guide word at the top of the right hand page is the same as the <u>last</u> word on the bottom of that page. By checking the spelling of the guide words, you can tell whether the word you want falls between them. If it does, then it can be found on one of the two pages.



PART I

DIRECTIONS: Below is a list of words from the dictionary. There are also six pairs of guide words. Write the words from the box under the correct guide words. Some words will not be used. The first one has been done for you.

1. **bad - baker**

   bail

   _____

   bait

   _____

   bag

   _____

   bake

   _____

2. **hem - here**

   _____

   _____

   _____

   _____

3. **nine - none**

   _____

   _____

   _____

   _____

4. **frame - freedom**

   _____

   _____

   _____

   _____

5. **blouse - blush**

   _____

   _____

   _____

   _____

6. **square - stack**

   _____

   _____

   _____

   _____

bail
squat
freak
stab
niece
never
squeeze
her
squash
bait
star
herb
bake
bag
nine
hen
blue
fraud
blunt
nickel
blow
night
blur
herd
free
freckle

Phone directories are very thick. There can be more than 400 names on each page. Because there are so many entries, you will find two names at the top of each page. These guide word names are the first and last entries on that page only.

PART II

DIRECTIONS: Read the guide word names at the top of the telephone book page below. Decide which of the following names you will find on page 308 or 309. Write the correct page number on the line. Write NO if the word does not belong on either page.

308 1. Dependable Supplies

____ 2. Diamond

____ 3. Dibble

____ 4. Designer Tops

____ 5. Danzer

____ 6. Dzyani

____ 7. Denny's

____ 8. Dial-a-Friend

____ 9. DeVoe

____10. Dezmette

____11. Dial

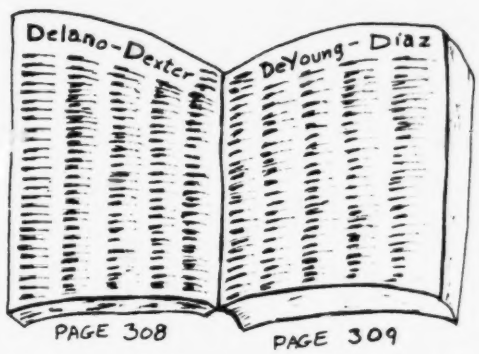
____12. Design Mirrors

____13. Diabetes Association

____14. Dial-a-Prayer

____15. Diana Shoes

____16. Davis



PHONE BOOK

OBJECTIVE: To interpret simple charts

A chart is made up of lists of details. The details are written in columns (up and down) and rows (across). A chart can give you a lot of information, clearly.

Here is a very simple chart.

NUMBER OF DAYS IN THE MONTHS

NUMBER OF DAYS	MONTHS
28 or 29	February
30	April, June, September, November
31	January, March, May, July, August, October, December

Use the chart to answer this question: How many months have 30 days? Find the number 30. Then trace across with your finger until you get to the list of months, and count them. Another question that is answered by the chart is: How many days are there in January? First, find "January", then trace across until you come to the number column.

PART I

DIRECTIONS: Study the calendar. Answer the questions which follow it.

HALF-YEAR CALENDAR, 1985

MONTHS	NUMBER OF DAYS	IMPORTANT DAYS	SEASONS
January	31	New Year's Day, Martin Luther King Jr.'s Birthday	Winter
February	28 or 29	Groundhog Day, Lincoln's Birthday, Valentine's Day, Ash Wednesday, Washington's Birthday	Winter
March	31	St. Patrick's Day, Palm Sunday	Winter; Spring begins
April	30	Good Friday, Passover begins, Easter	Spring
May	31	Mother's Day, Memorial Day	Spring
June	30	Flag Day, Father's Day	Spring; Summer begins

1. In which month does winter end?
   a. June b. April c. March

2. Memorial Day is observed in:
   a. winter b. spring c. summer

3. In 1985, Easter will be observed in:
   a. March b. April c. May

4. In what month does Groundhog Day fall?
   a. April b. March c. February

5. How many months have the fewest important days?
   a. one month b. two months c. four months

PART II

Astrology is interesting but is not an exact science. A good astrologer will never say that something cannot be changed. We are free to make choices no matter what sign we are born under. The chart below shows some traditional things that go with the different astrological signs.

SIGN	DATE	SYMBOL	COLOR	KEY WORDS
ARIES	March 21-April 20	ram	red, red-orange	pioneering, fiery
TAURUS	April 21-May 20	bull	earth tones, green	practical, stable
GEMINI	May 21-June 21	twins	yellow	changeable, mental
CANCER	June 22-July 23	crab	silver, blue, green	domestic, emotional
LEO	July 23-Aug. 23	lion	yellow-gold, orange	powerful, creative
VIRGO	Aug. 24-Sept. 23	virgin	pale gray, navy blue	critical, stable
LIBRA	Sept. 24-Oct. 23	scales	pastels	harmony, peace
SCORPIO	Oct. 24-Nov. 22	scorpion	ruby red	secretive, passionate
SAGITTARIUS	Nov. 23-Dec. 21	archer	deep blue, purple	freedom-loving, explorer
CAPRICORN	Dec. 22-Jan. 20	mountain goat	dark gray, navy blue	ambitious, careful
AQUARIUS	Jan. 21-Feb. 19	water bearer	bright blue, violet	brotherhood
PISCES	Feb. 20-March 21	two fish	sea green, aqua	intuitive, sensitive

DIRECTIONS: Refer to the chart to answer the questions.

1. The symbol for Gemini is _____.

2. Every time Mary decorates her living room, she chooses shades of orange and gold. Some of her friends suspect that she may have been born under the sign of _____.

3. Jim wants to buy Linda some fabric for her birthday. He doesn't know what color she likes. Jim likes astrology. He looks at the chart to find what color goes with her sign. Linda's birthday is on May 31. What color does Jim buy? _____

4. Beth is impressed by Eva's peaceful way of looking at life. She thinks that Eva may have been born under the sign of _____.

5. Mel's birthday is December 29. A friend who knows the symbol for his sign sends him a birthday card. It has a picture of a _____ on it.

6. Perry is playing the part of Taurus in a play about astrology. His costume will make him look like a _____.

7. Randolph prefers to dress in gray or navy blue. According to the chart, he might be a _____ or a _____.

8. Foster likes new things and places. She is usually first to volunteer for anything. She has so much energy that she doesn't like to be held back. Foster seems to be a typical _____.

9. Jacob was born under the sign of Cancer. His birthday falls between the dates of _____ and _____.

10. Two of the symbols are represented by two of something. The signs for them are _____ and _____.

OBJECTIVE: To recognize word relationships (analogies)

An **analogy** shows how two pairs of words relate to each other.

One way to state an analogy is: **Cap** is to **head** as **shoe** is to **foot**.

A **cap** and a **shoe** are both clothing. The **head** and **foot** are what they are worn on. A cap is related to a head in the same way that a shoe is related to a foot.

PART I

DIRECTIONS: Finish each statement with the **best** word from the list below it. Circle the letter of the best word.

EXAMPLE: **Leather** is to **cow** as **wool** is to _____

(a.) sheep b. fish c. worm

1. **Sun** is to **hot** as **ice** is to _____.

   a. cold b. dry c. blue

2. **Pig** is to **pork** as **cow** is to _____.

   a. fish b. chicken c. beef

3. **Mountain** is to **high** as **valley** is to _____

   a. tree b. stream c. low

4. **Shell** is to **nut** as **pod** is to _____.

   a. size b. pea c. mattress

5. **Sleep** is to **bed** as **sit** is to _____.

   a. glass b. table c. chair

6. **June** is to **summer** as **April** is to _____.

   a. spring b. winter c. fall

7. **Listen** is to **ears** as **look** is to _____.

   a. eyes b. sound c. color

8. **Dentist** is to **drill** as **carpenter** is to _____.

   a. hammer b. toothbrush c. jewelry

9. **Noisy** is to **quiet** as **fast** is to _____.

   a. work b. heavy c. slow

10. **Left** is to **right** as **high** is to _____.

    a. low b. over c. in

PART II

DIRECTIONS: Finish the analogies below.

EXAMPLE: **Start** is to **begin** as **stop** is to *end*.

1. **Dark** is to **light** as **night** is to _____.

2. **Small** is to **tiny** as **huge** is to _____.

3. **Meow** is to **cat** as **moo** is to _____.

4. **Teach** is to **teacher** as **sing** is to _____.

5. **Mitten** is to **hand** as **sock** is to _____.

OBJECTIVE: To recognize and use prefixes

You can often tell the meaning of a word if you know the meaning of the prefix. A prefix is a syllable added to the beginning of a word to change its meaning.

EXAMPLE: The prefix **un** added to the word **finished** changes its meaning to "not finished".

Look at the prefixes below and their meaning. Examples are given for each prefix.

Prefix	Meaning	Examples
pre	before	prepay, precut
post	after	postgame, postdate
re	back, again	rerun, refill
mis	wrong	misspell, miscount
de	from, down	defrost, depress
sub	below, under	subzero, submarine

PART I

A. DIRECTIONS: Underline the prefixes in the words below. The first two have been done for you.

1. prepay
2. refill
3. defrost
4. subzero
5. postdate
6. precut
7. miscount
8. postgame
9. depress
10. misspell
11. reruns
12. submarine

B. DIRECTIONS: Complete each sentence. Use the words from A on the previous page. The meaning of each word is given under the blank. The first two have been done for you.

1. We watched mostly *reruns* on TV in the summer.
OLD FILMS SHOWN AGAIN

2. You did not *misspell* any words.
SPELL INCORRECTLY

3. My down coat keeps me warm in _____ weather.
BELOW ZERO DEGREES

4. Does the company want us to _____ the shipping charges?
PAY AHEAD OF TIME

5. Please _____ the empty pitcher.
FILL AGAIN

6. Will you _____ the freezer?
TAKE FROST FROM

7. I will not allow you to _____ this check.
DATE AFTER ACTUAL DATE

More Prefixes

Prefix	Meaning	Examples
un	not	unable, uneven
in	in, not	insane, inactive
dis	not, apart	disloyal, disconnect
tri	three	triangle, tricycle
ex	out, former	export, ex-president
super	over, above	superhuman, supermarket

PART II

A. DIRECTIONS: Underline the prefixes in the words below. The first two have been done for you.

1. export
2. unable
3. insane
4. tricycle
5. superhuman
6. disconnect
7. exterior
8. inactive
9. uneven
10. disloyal
11. supermarket
12. triangle

B. DIRECTIONS: Complete each sentence. Choose from the words in the chart on the previous page. The meaning of each word is given under the blank. The first one has been done for you.

1. The factory will *export* the goods it has made.
   SEND TO ANOTHER COUNTRY

2. Mel's plan to go a week without sleep was _____.
   VERY FOOLISH

3. That club has been _____ for two years.
   NOT ACTIVE

4. Jessie Owens ran with a _____ burst of speed.
   ABOVE HUMAN POWER

5. A _____ has three sides.
   THREE-SIDED FIGURE

6. Jimmie Carter's the _____-President of the United States.
   FORMER

PART III

DIRECTIONS: Here are six groups of prefixes and words. Draw a line from prefix in each group to a word on the right to make a new word. The first group has been done for you.

GROUP A

1.	un	man
2.	de	take
3.	pre	port
4.	super	like
5.	mis	shrunk

GROUP B

1.	tri	man
2.	sub	teacher
3.	post	arm
4.	dis	cycle
5.	ex	way

GROUP C

1.	in	script
2.	re	like
3.	post	port
4.	dis	school
5.	pre	crease

GROUP D

1.	de	tie
2.	sub	heading
3.	un	view
4.	ex	crease
5.	re	tend

GROUP E

1.	sub	happy
2.	de	view
3.	un	pod
4.	pre	port
5.	tri	side

GROUP F

1.	super	do
2.	mis	merge
3.	sub	jet
4.	dis	file
5.	un	agree

OBJECTIVE: To recognize and use suffixes

A suffix is a syllable found at the end of a word. Here are some common suffixes.

y	less	ive	tion
ly	ment	ful	
al	ness	able	
en	ture	ure	

PART I

DIRECTIONS: There are eight groups of words that follow. Pronounce each word. Then underline the suffix. The first group has been done for you.

Group A

1. treaty
2. loudly
3. healthy
4. cloudy
5. fixture

Group B

1. guilty
2. fairly
3. proudly
4. mixture
5. departure

Group C

1. grateful
2. homeless
3. fairness
4. sickness
5. thankful

Group D

1. spotless
2. faithful
3. coldness
4. kindness
5. powerful

Group E

1. apartment
2. workable
3. punishment
4. breakable
5. political

Group F

1. suitable
2. medical
3. department
4. comical
5. honorable

Group G

1. action
2. attractive
3. education
4. affection
5. blacken

Group H

1. straighten
2. invention
3. soften
4. active
5. detective

PART II

A. DIRECTIONS: Complete each sentence with a word from the box. The first one has been done for you.

treatment	grateful	cloudy
political	departure	homeless

1. The two parties are fighting a *political* war.
2. A _____ sky can be a sign that it is going to rain.
3. The candidate was _____ for everyone's support.
4. The _____ of the accused person was unfair.
5. The senator's _____ time is 2:00 p.m.
6. He is going to a meeting about _____ children.

B. DIRECTIONS: Complete each sentence with a word from the box. The first one has been done for you.

active	sickness	honorable
invention	straighten	slowly

1. Andrew Young was *active* in civil rights.

2. The _____ of the cotton gin made cotton the most important crop in the South.

3. Dr. Rossini will _____ my teeth.

4. It is not _____ to cheat on a test.

5. We vowed to stay together in _____ and in health.

6. The graduates marched _____ down the aisle.

OBJECTIVE: To identify and use root words

A **root** is the main part of a word. It does not have a prefix or suffix. Roots can help you unlock the meaning of unknown words.

Some roots can stand alone as words. Notice the root in the word **unlikely**. If you take away the prefix **un** and the suffix **ly**, **like** will stand alone as a word.

Other roots cannot stand alone as words. Notice the root in the word **fracture**. The root **frac**, which means "break", cannot stand alone as a word.

PART I

DIRECTIONS: There are six groups of words below. Underline the root in each word. The first group has been done for you.

GROUP A

1. silently
2. preheat
3. portable
4. dislike
5. extract

GROUP B

1. fracture
2. pedal
3. fragment
4. worthless
5. vision

GROUP C

1. teacher
2. formed
3. babyish
4. goodness
5. playful

GROUP D

1. television
2. tractor
3. supervise
4. breaking
5. faulty

GROUP E

1. dental
2. logical
3. revise
4. agreeable
5. telephone

GROUP F

1. export
2. graphite
3. untie
4. telegraph
5. buying

PART II

DIRECTIONS: Write the words from the box under the correct root and meaning. Number one has been done for you.

television	supervisor	fracture	tractor
predict	traction	fraction	vision
extract	verdict	diction	retract

1. dict means say

predict

verdict

diction

2. tract means pull

3. vise means see

4. frac means break

PART III

DIRECTIONS: Choose the correct underlined word to answer the question in each sentence. The first one has been done for you.

extract 1. Would a dentist **extract** or **traction** a tooth?

2. Would a fortune teller **verdict** or **predict** the future?

3. Would a boss **supervise** or **television** a group of people?

4. Can a person **fracture** or **fraction** an arm?

5. Did the lawyer **tractor** or **retract** his statement?

6. Does **diction** or **vision** relate to the way you speak?

PART IV

DIRECTIONS: Write the words from the box under the correct root and meaning. Number one has been done for you.

telephone	export	dentist	photograph	pedestrian
autograph	portable	indent	transport	microphone
manual	pedal	dentures	manicure	pedicure

1. **phone** means **sound**

   telephone

   microphone

2. **graph** means **write**

3. **port** means **carry**

4. **ped** means **foot**

5. **dent** means **tooth**

6. **man** means **hand**

PART V

DIRECTIONS: Choose the correct underlined word to answer the question in each sentence. The first one has been done for you.

1. Would you give your hands a **pedicure** or **manicure**? *manicure*
2. Can you dial a number on a **telephone** or a **microphone**? _____
3. Does a **pedestrian** or **pedal** guide your foot on a bicycle? _____
4. Is an **export** or **transport** carried outside of a country to sell? _____
5. Does to sign your name mean **autograph** or **photograph**? _____
6. Is work done with the hand **manual** or **portable**? _____

OBJECTIVE: To recognize cause and effect

A CAUSE tells why something happens. The EFFECT is what happens.

PART I

DIRECTIONS: Circle the letter of the most likely cause for what happened. The first one has been done for you.

1. John answered the phone
   (a.) because it was ringing.
   b. since it stopped ringing.
   c. so that he could eat.

2. The tire went flat
   a. because it had enough air in it.
   b. since it was a hot day.
   c. because it had a slow leak.

3. The team won
   a. since it had new uniforms.
   b. because of great coaching.
   c. because their morale was low.

4. The movie sounds familiar
   a. because I saw it.
   b. since I have never seen it.
   c. due to good luck.

5. Clara types 85 words a minute

   a. since she plays the piano.

   b. because she never practices.

   c. because she's always practicing.

6. The boxer won

   a. because he lacked talent.

   b. due to his superior skill.

   c. so that he could travel.

PART II

DIRECTIONS: Draw a line to match each cause with an effect. The first one has been done for you.

1. since all of the students like her	a. the garden looked beautiful
2. because the gardener worked hard	b. so you can't pay in cash
3. because he ran on the beach with his shoes on	c. his hat fell off
4. Ms. Fix-it repaired the blender	d. his shoes were full of sand
5. the IRS accepts only checks	e. so that it runs as good as new
6. when he tipped his head back	f. she is a popular teacher

PART III

Notice the two sentence below. One of them is the cause and the other is the effect.

The gutter is full of leaves. CAUSE

The gutter overflows. EFFECT

The two sentences can be stated as one sentence. Try it. Use signal words such as:

because
since
due to

These are some words that signal CAUSE.

These are some words that signal effect:

so that
as a result

The signal words let you know that you are going to be told about a cause or an effect.

EXAMPLE: The gutter overflows <u>because</u> it is full of leaves

(or)

<u>Because</u> it is full of leaves, the gutter overflows.

"... it is full of leaves" is the cause of the overflowing.

DIRECTIONS: Write **CAUSE** or **EFFECT** after each sentence that follows. Then make one sentence out of each pair, using signal words. The first one has been done for you.

1. Lightning flashed from the clouds. *EFFECT*

The storm clouds were full of electricity. *CAUSE*

Because the storm clouds were full of electricity, lighting flashed.

2. Voters are better informed. _____

   Voters watch candidates on TV. _____

   _____

   _____

3. Cancer is not contagious. _____

   No one can catch cancer from anyone else. _____

   _____

   _____

4. Mexico is a land of mountains and deserts. _____

   Farming is very hard in Mexico. _____

   _____

   _____

5. Some drinks are mostly sugar and water. _____

   Some drinks have very little food value. _____

   _____

   _____

6. Many people do not know heart attack symptoms. _____

   Many wait too long to get medical care. _____

   _____

   _____

OBJECTIVE: To distinguish facts from opinions

Can you tell the difference between a fact and an opinion? If not, here are a few clues to help you.

A **fact** is a statement that can be proven to be true.

EXAMPLE: Tobacco smoke is the main cause of lung cancer.

An **opinion** is a statement that cannot be proven to be true.

EXAMPLE: I think that smokers should be barred from restaurants.

Can you find out if tobacco is the main cause of lung cancer? Yes. Read the research. Over the years, medical experts have proven that tobacco smoke is the main cause of lung cancer. According to the research, perhaps smoking should be barred from restaurants. There is no reason, however, for barring smokers! No one can actually **prove** that smokers should not enter restaurants.

The key words in the opinion statement are "**I think**." Other words are:

I believe	**it should**
it seems	**it may be**
it appears	**in my opinion**

Look for words such as these as you read. They will make it easier for you to recognize opinions. (NOTE: Not all opinion statements will have these key words).

PART I

DIRECTIONS: Read each statement carefully. Then write either F for fact or O for opinion. The first two have been done for you.

F 1. Illinois is a state.

O 2. Chicago is the best city in the nation.

___ 3. I think Lake Michigan is unsafe for swimming.

___ 4. Chicago is on the shore of Lake Michigan.

___ 5. I believe that racial prejudice should stop now.

___ 6. There is a lot of racial prejudice in the world.

___ 7. George Washington was the first President of the United States.

___ 8. John F. Kennedy was the best President the United States ever had.

___ 9. Jane Byrne should run for Mayor again.

___ 10. Harold Washington is the first Black mayor of Chicago.

___ 11. Too many schools are on State Street.

___ 12. State Street divides the east side of Chicago from the west side.

PART II

DIRECTIONS: Underline the opinion statements in the paragraph below.

Stay away from those get-away week-end deals. In my opinion, they are nothing but week-end scams. I remember the trip Rocky and I took to Las Vegas last summer. The trip was supposed to cost us only $450.00. It appeared to be the deal of a lifetime. It included airfare, room, and meals. Little did we know what we were in for. The plane was too small and too slow. It made three stops. When we finally arrived at our hotel, we had no room. The hotel had overbooked. They sent us to a fleabag 15 miles away. Service was worse than service at any motel. There was no one to greet us. The hotel clerk talked on the phone fifteen minutes before helping us. Room service took two hours. Most people would have starved by then. There was no hot water. We just couldn't take it any longer. The next day we checked into a room at the Dunes. We were then able to see the Las Vegas that we'd heard so much about. Would you believe, that $450.00 trip cost us $1,000. But we felt that the extra money we spent was worth it. The shows were the best ever. It might have saved our sanity. And we did have a ball.

Sometimes similar information can be presented as opinion or fact. Also, similar information can be presented from different points of view.

PART III

DIRECTIONS: Read the paragraphs below. As you read, notice the tone and viewpoints of the writers. Then answer the questions.

Paragraph A

Joseph Forbes is our thirty-first governor. He has been in public life thirty years. He is well-liked by many. Low-income people are especially fond of him. He has done many things to help them. He passed a bill to assist the needy in paying their rent and gas bills. We need more governors like Forbes.

Paragraph B

Governor Forbes is the greatest thing that's ever happened to our state. He really cares about people. He feels that poor people shouldn't have to suffer. And I don't blame him. After all, it is not our fault. We didn't ask to be poor. He wants to lower taxes for the poor. Governor Forbes believes that low-income people should get help with their rent. And I agree with him. And I also think that he should force people who make a lot money to pay more taxes on what they buy. And why shouldn't they? They've got too much money anyway.

Paragraph C

I believe that Governor Forbes is the worst governor we've ever had. He raised taxes on the things that we buy and lowered taxes on the things that poor people buy. Forbes' idea that wealth should be shared stinks. It seems that he cares only about the poor. What about us? We haven't always had money. And furthermore, we worked hard for everything that we have. We have more expenses than the poor. I feel that we deserve a break.

1. Which paragraph has more facts than opinions? _____

2. Which paragraphs have more opinions than facts? _____

3. How would you describe the type of person who wrote Paragraph B? _____

_____

4. How does the writer of Paragraph B feel about Governor Forbes? _____

_____

5. What type of person wrote Paragraph C? _____

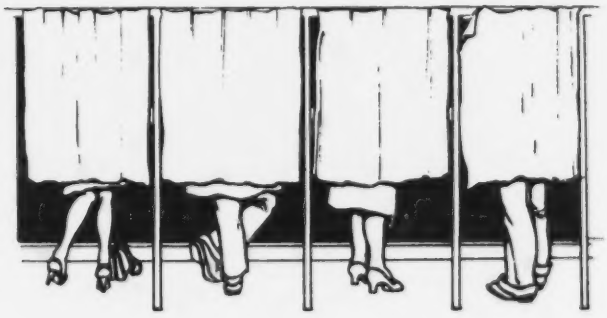
_____

6. How does the writer of Paragraph C feel about Governor Forbes? _____

_____

7. Which writer will probably not vote for Governor Forbes in the next election? Explain your answer.

_____



OBJECTIVE: To interpret maps

PART I

DIRECTIONS: Read the paragraph. Then circle the letter of the best answer to the questions.

Most maps are flat but some maps of the world are on a ball-shaped globe. A flat map of the world is not as accurate as a globe, but it is easier to carry around. A map may be made to show some special thing. A "political map" shows boundaries, or borders, of cities, states, or countries. A "physical map" shows where the mountains and rivers are. Many maps are a combination of physical features and political boundaries. Colors or shading may be used to show differences among areas. Colors can show how high different parts of the land are above sea level. Colors can be a code to the amount of rainfall or the number of people. A mapmaker can put anything he wants into a map as long as it is accurate.

1. A political map shows
   a. borders, or boundaries, of cities, states, or countries
   b. mountains and rivers
   c. a combination of mountains and states
2. A map that shows only mountains, hills, rivers and other natural features is
   a. a political map
   b. a physical map
   c. a combination of political and physical maps
3. Some maps combine
   a. physical and political features
   b. mountains and rivers
   c. population and rainfall
4. Mapmakers use colors or shading to
   a. show differences among areas
   b. show amount of rainfall
   c. show mountains

5. The most important thing a map must have is

   a. color
   b. boundaries
   c. accuracy

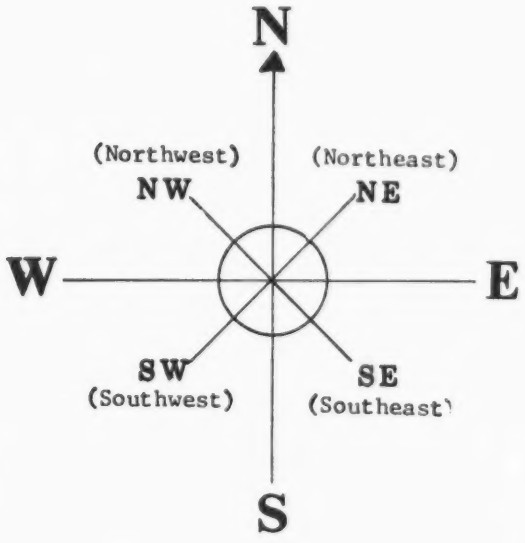
PART II

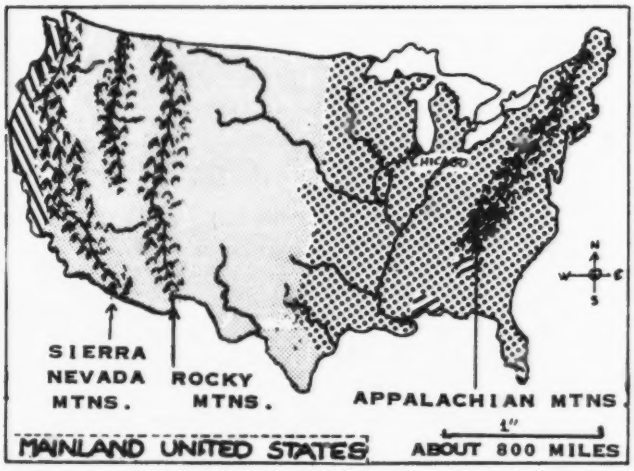
DIRECTIONS: Read the explanations below and study the drawings. Then circle the letter of the best answer to the questions.

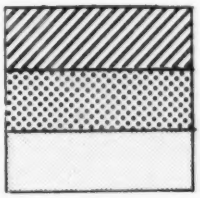
A **map key**, or legend, explains some of the things found on a map. Colors or shadings may be explained. A key can also show pictures of the drawings used on a map. The drawings are called **symbols**. For instance, by referring to the symbols in the key you can tell a mountain from a hill

A map **compass** shows directions. N stands for "**north**". North is always straight up. **South** (S) is straight down. East is to the **right**, and west is to the **left.**

There are directions that slant between the major directions. Study the compass below.



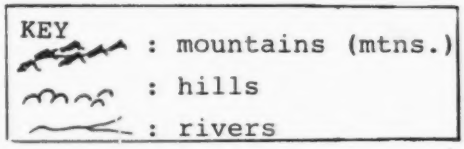




HEAVY RAINFALL

MODERATE RAINFALL

LIGHT RAINFALL



1. A map key

   a. explains things that appear on a map
   b. explains only man-made features such as roads
   c. explains only natural features such as hills

2. A drawing that adds information to a map is called

   a. a list
   b. a key
   c. a symbol

3. In the area west of the Sierra Nevada Mountains, rainfall is

   a. heavy
   b. moderate
   c. light

4. The mountain ranges of the mainland United States are

   a. in the eastern and western areas
   b. in the northern and western areas
   c. in the northwest and southeast

5. Grain grown in the Illinois area helps to feed many people. The success of the crops is due, in part, to

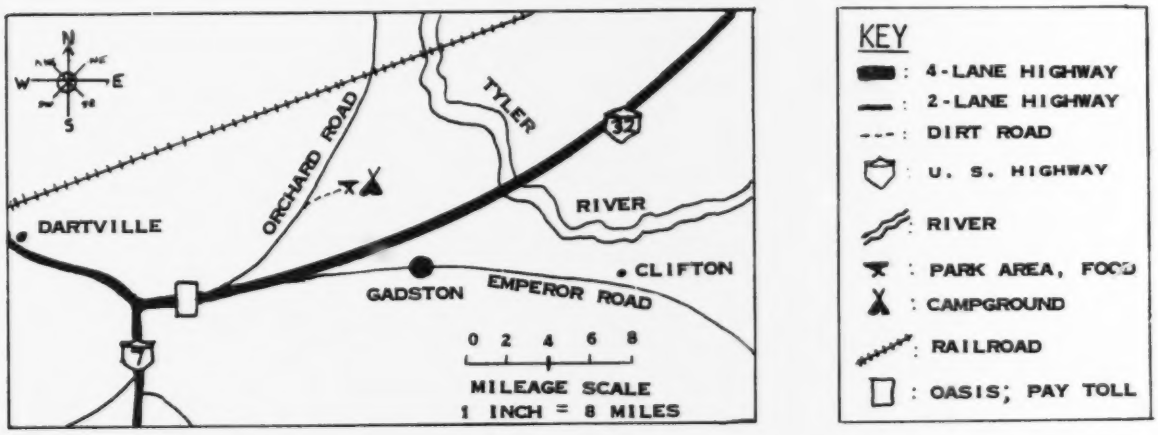
   a. the heavy rainfall
   b. the moderate rainfall
   c. the light rainfall

PART III

DIRECTIONS: Read the paragraphs. Then follow the instructions to answer the questions. Circle the letter next to each best answer.

Most maps that use symbols explain them in a list. The list is part of the map key. To help the user know what size a city or town is, names of larger cities are printed in larger type. A star may show which city is the capital of a state. The thickness of a line showing a highway can tell what kind of road it is. A drawing of an airplane can show where an airport is. If you don't know your way around a map, the map key can be your best friend.

Maps are drawn to a scale. A scale compares the amount of space on a map to the size of the actual area. The map below is drawn to the scale of one inch for every 8 miles. A mileage scale is often included on a map near the key.



To answer the following questions, use the map and its key.

1. The road that runs closest to Clifton is

   a. a four-lane highway
   b. a 2-lane highway
   c. a dirt road

Motorists must pay a toll

2. to drive from Dartville to Gadston — a. TRUE b. FALSE
3. to drive from Gadston to Clifton — a. TRUE b. FALSE
4. to drive from Clifton to Dartville — a. TRUE b. FALSE
5. to drive from Dartville to the campground — a. TRUE b. FALSE

6. A railroad track:

   a. runs through Dartville and crosses Orchard Road
   b. crosses Orchard Road and the river
   c. runs through Gadston and Clifton

7. The distance between Dartville and Gadston is about

   a. 15 miles
   b. 20 miles
   c. 35 miles

8. The drive from Orchard Road to the campground is about

   a. 2 miles
   b. 5 miles
   c. 10 miles

9. The town or city west of the toll booth is

   a. Clifton
   b. Gadston
   c. Dartville

10. To get to the campground, you must drive

   a. southeast from Orchard Road
   b. northwest from Orchard Road
   c. northeast from Orchard Road

OBJECTIVE: To give directions

You have already practiced following directions. Now you will practice giving them. Here are some tips for giving good directions.

* Directions should not be too short or too long.
* If directions are too short, they are missing some important steps.
* If directions are too long, they have too many steps.
* A step is usually not important if you can still follow the directions without it.

PART I

DIRECTIONS: Draw a line through the unimportant steps in the directions that follow.

A. Putting Hinges on a Door

1. Measure the areas that need hinges.
2. Buy hinges.
3. Hold hinges in place with one hand.
4. Mark holes for screws with the other hand.
5. Mount hinges, lining up the holes in the hinges and the holes in the door.
6. Pick up the screws.
7. Put in screws with a screwdriver.

B. Making a 3-Minute Person-to-Person Call from a Coin Phone

1. Find out what the call will cost.
2. Get exact change.
3. Remove the receiver.
4. Listen for a dial tone
5. Dial 0 + the area code + the phone number you want to call.
6. Wait for the operator to come on the line.
7. Tell the operator you want to make a person to person call.
8. Give the operator the name of the person you want to talk to.
9. Deposit the amount of money the operator requests.
10. Tell the operator to notify you in 3 minutes.
11. Talk to the person on the line for 3 minutes.
12. End your conversation as soon as the operator notifies you.
13. Put the receiver back on the phone.

PART II

DIRECTIONS: There are steps missing in the directions below. Rewrite the directions. Fill in the missing steps.

How to Clean a Mirror

1. Wipe dust from the mirror.
2. Wipe the cleaner from the mirror.

How to Clean a Mirror

BEST COPY AVAILABLE

PART III

DIRECTIONS: Explain how to do one of the following. Remember to include all important steps. Omit unnecessary steps. Number your steps.

Get from your home to class
Repair a broken drawer
Record a TV program on a VCR
Make a fire in an outdoor grill
Wash a sweater by hand
Make gumbo
Make punch
Hem a pair of pants, dress, or skirt
Make coffee
Shave

Title _____

_____

_____

_____

_____

_____

_____

_____

_____

OBJECTIVE: To recognize homographs

Homographs are words that are spelled the same. Their meanings are determined by the way they are used in sentences. Notice how the homograph **block** is used in the sentences below. In the first sentence, **block** is a city street. In the second sentence, **block** is a piece of wood.

We have one more **block** to walk

The child needs one more **block** to build his house.

PART I

DIRECTIONS: Circle the correct meaning of each underlined homograph. The first two have been done for you.

1.	**Spring** begins March 21st.	(season)	elastic device
2.	The **spring** in this necklace needs repair.	season	(elastic device)
3.	The hammer has a short **handle**.	something to be grasped by the hand	deals with
4.	Nurse Burn is pleased with the way Dr. Shea **handles** her patients.	something to be grasped by the hand	deals with
5.	Attorney Stein took the **bar** exam twice before he passed it.	long piece of wood or steel	profession of a lawyer
6.	Philip and his buddies meet at the corner **bar** every Friday after work.	counter where drinks are served	long piece of wood or steel
7.	My father lifted the box with a **bar**.	profession of a lawyer	long piece of wood or steel

8.	Lynn eats a candy **bar** for lunch every day.	a solid piece longer than it is wide or thick	long piece of wood or steel
9.	When we were in Paris, we visited the **court** of French kings.	royal palace	play area
10.	Our tennis team will meet at the **court** at 6:00 p.m.	place where matters of the law are heard	place marked off for a game
11.	The customer took the repairman to Small Claims **Court**.	place marked off for a game	place where matters of the law are heard
12.	Young children gathered in the **court** between the buildings.	play area	palace

PART II

DIRECTIONS: A list of homographs are below. Use them to complete the sentences. A clue is given under each blank. The first one has been done for you.

press place break tie light

1. The City Council invited the _____*press*_____ to their meeting.
NEWS REPORTERS

2. Will you please _____ this book on the shelf?
PUT

3. Will you _____ my jeans?
IRON

4. The _____ in the hallway is out.
SOMETHING THAT HELPS US TO SEE

5. Don't _____ me for the money I owe you.
ASK

6. The study group will meet at my _____ at 7:00 p.m.
HOME

7. You have to _____ against the door to open it.
PUSH HARD

8. Baby Kaye cannot _____ her own shoelaces.
MAKE A BOW

9. This bag of groceries is _____.
NOT HEAVY

10. Mr. Bright's favorite _____ is taupe.
WORN AROUND NECK

11. Those glasses will _____ easily.
SMASH

PART III

DIRECTIONS: Choose the correct homograph to fill in each blank. A clue is given under each blank. The first one has been done for you.

head train present ring records

The _____ of my unit has ask me to _____ the new
head
LEADER PREPARE

_____ clerk. The job will _____ a challenge for me.
WRITTEN TO BE KEPT HAVE

But I hope the clerk is better than the last one. He was seldom _____.
NOT ABSENT

He kept sloppy records. He would even ignore the _____ of a telephone
SOUND

right under his ear. All he did was keep his _____ buried in sports
TOP PART OF BODY

magazines. I'll keep my fingers crossed. Who knows? Maybe one day I'll

_____ the records department. Doesn't the name Flo Abbot, Supervisor
LEAD

of Records, have a nice _____ to it? The only drawback would be
TONE

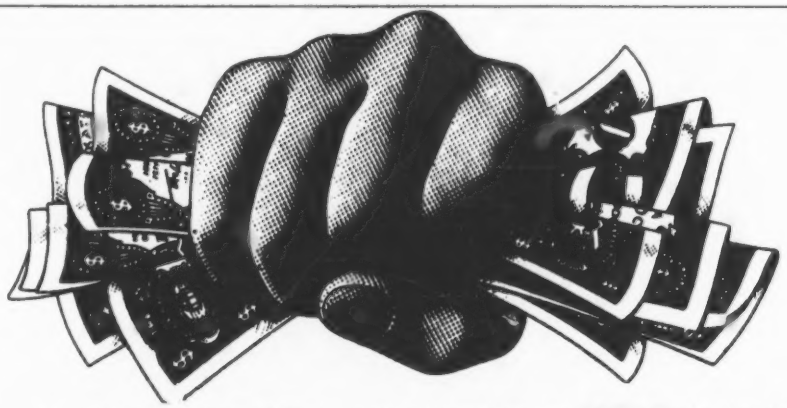
getting up earlier to catch the 6:00 clock _____. The company
TRANSPORTATION

president checks to make sure of that. He _____ in a log the time
WRITES

supervisors arrive.

OBJECTIVE: To answer questions about a short story

This story is made up of **dialogue** (people talking to one another) and description. **Description** tells what the characters do. It sets the **mood** of the story by showing how the characters feel. Description also lets you see the setting. The **setting** is where the story takes place. Dialogue and description work together to tell the reader about the plot. A **plot** is the main idea of a story.



PART I

DIRECTIONS: As you read the story, pay attention to the words in dark print. Also notice the dialogue and description.

The cop laid the money on the living room table. Bill by bill, he put the money into stacks. He stood back and looked at it. Then he sighed and shoved his hands into his pockets.

His wife's footsteps clicked on the tile floor. Closer and closer. "Want some coffee, Jim?" She entered the room with a steaming mug. She stopped in amazement when she saw the tabletop. "My god, Jim, where did that come from?"

"Kathy, this is our trip around the world! This is a decent school for the kids. This is the rest of our lives with good cars and restaurants and--and no bills!" He raised his eyes from the money, shot a glance at her, and looked quickly back.

Kathy stared at him. "Where did that money come from?" She tried to keep her voice calm, but it shook a little.

"Look, hon," Jim said, "we busted that gambling ring I told you about. This is only part of it. It's only part of what they had."

"Well," Kathy asked, "where is this stuff supposed to be? How did you get it? Why is it here?" Tears filled her eyes.

Jim was silent. He couldn't bear to look at her. Kathy put the coffee down among the green stacks and took his hand.

"It's a nice dream, but it can't be our dream. We have to earn it, Jimmy. You can't get something for nothing. It's not yours to keep."

"No one knows about it. I swear it! It took about five seconds to stick it into my shirt. This is perfect, Kathy. It's not a crime."

Kathy put one hand over her mouth. "Oh, Jim, please don't be tempted. We can't keep it."

The two sat down and looked at one another. Then the baby cried and Kathy left the room.

That evening, Jim visited his closest friend, Jack. He told Jack about the money and about Kathy's reaction. Throughout the telling of the tale Jack sat quietly, not changing his expression. When Jim stopped speaking, Jack still just sat there. Jim tried in vain to read his face. Then Jack smiled and extended his hand.

"You've done something really good for yourself," he said. "Keep the money and live the way you've wanted to."

"Look, Jack" Jim explained, "I'm coming to you for help. First I think one thing and then I think another."

Jack leaned forward. "How long have you been my best buddy?" he asked. "We graduated from grade school together. We dated the same girls. We were in Nam together." He looked intently at Jim. "Do you think I don't care about you? I love you like a brother! You know darn well I wouldn't steer you wrong."

"Well, I gotta think about it some more," said Jim.

"Think! Think?" Jack exploded. "What's to think about? Are you crazy? This is the end of your troubles, man!"

Jim couldn't sleep that night. The clock said three hours past midnight. He punched his pillow and turned over again. In the morning, he told himself, he would know what to do.

PART II

DIRECTIONS: The underlined words below are used in the story. Circle the letter of the meaning that fits the story. The first one has been done for you.

1. "...we busted that gambling ring I told you about."
   Busted means:

   a. smashed with force
   (c.) raided
   b. went broke
   d. found

2. Throughout the telling of the tale, Jack sat quietly, not changing his expression.
   A tale is:

   a. a lie
   c. a joke
   b. a story
   d. an instruction

3. Then Jack smiled and extended his hand.
   Extended means:

   a. lengthened
   c. waved
   b. pulled back
   d. stretched out

4. He looked intently at Jim.
   Intently means:

   a. with a plan
   c. on purpose
   b. with great attention
   d. sadly

5. "Would I steer you wrong?"

   Steer means:

   a. direct
   b. suggest
   c. fix
   d. follow

6. "Think! Think?" Jack exploded.

   Exploded means:

   a. asked
   b. said forcefully
   c. said loudly
   d. explained

PART III

DIRECTIONS: Special words help you to think about and talk about a story. Some of these words are in the box on page 164. Review them. Then answer the questions which follow.

1. Write three things that decription does in a story.

   _____

   _____

   _____

2. The setting of a story is:

   a. where the story takes place
   b. the main idea of the story
   c. the main character
   d. the end of the story

3. The conversations that people have in a story are called:

   a. description
   b. plot
   c. setting
   d. dialogue

4. A plot is:

   a. where the story takes place
   b. the main idea of a story
   c. what the characters say
   d. how the main character feels

PART IV

DIRECTIONS: Refer to the story to answer the following questions.

1. Give a brief summary of the plot of this story.

_____

_____

_____

2. What would be a good name for the story? _____

_____

3. What is the setting for the first scene? _____

_____

4. Who is the main character? _____

5. Who are the other characters? _____

6. Why are the other characters important to the story? _____

_____

_____

7. How did Jim feel about the money at first? _____

_____

8. How did Jim feel about the money later? _____

_____

9. How did Kathy feel about the money? _____

_____

10. Write at least three sentences from the story that show how she felt.

_____

_____

_____

11. How do you think Kathy will feel if Jim keeps the money? Will she feel **sad, displeased, relieved, shocked, angry, or glad?** _____

12. How did Jack feel about Jim's situation? _____

_____

13. What four sentences from the story show how Jack felt about Jim's situation?

_____

_____

_____

_____

14. How do you think Jack will feel if Jim gives up the money? _____

_____

15. How did Jim sneak the money away? _____

_____

16. Why do you think Jim punched his pillow in the last scene? _____

_____

17. If you were Jim what would you do and why would you do it? _____

_____

OBJECTIVE: To review major skills introduced in 301-403

SILENT CONSONANTS

DIRECTIONS: Draw a line through the silent consonants.

1. night	6. yolk	11. comb
2. match	7. scene	12. wreck
3. gnaw	8. sign	13. knit
4. sigh	9. whom	14. talk
5. half	10. hymn	15. itch

R-CONTROLLED VOWELS

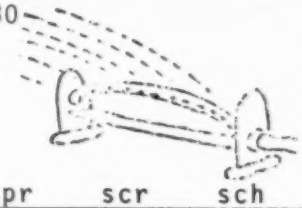
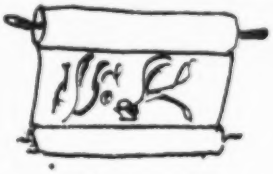
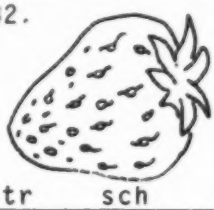
DIRECTIONS: Complete each sentence with the best word from the box.

north	dirty	park	burst	lantern
thinner	sore	yard	birth	nurse

16. Please take the _____ clothes to the cleaners.
17. The thick paint needs some _____.
18. Fallen leaves are all over the _____.
19. The opposite of _____ is south.
20. _____ the car near the corner.
21. We used a _____ for light during the storm.
22. Dr. Moth asked the _____ to assist him.
23. Mr. Quinn was present during the _____ of his daughter.
24. Too much exercise left my muscles _____.
25. She _____ the balloon with a pin.

CONSONANT BLENDS (three-letter)

DIRECTIONS: Circle the blend that you hear at the beginning of each picture.

26. scr str spr	27. squ sch spl	28. sch squ scr
29. thr shr spl	30  spr scr sch	31  str thr scr
32.  str sch spr	33. thr shr squ	34. spl thr sch

ANTONYMS, SYNONYMS, HOMONYMS

DIRECTIONS: Read the pairs of words. Write A if the words are **antonyms.** Write S if they are **synonyms.** Write H if they are **homonyms.**

____ 35. more, less
____ 36. sea, see
____ 37. journey, trip
____ 38. flower, flour
____ 39. chilly, cold
____ 40. ask, inquire
____ 41. war, peace
____ 42. empty, full
____ 43. front, back
____ 44. dead, alive
____ 45. calm, quiet
____ 46. save, spend
____ 47. scene, seen
____ 48. small, petite
____ 49. stay, leave
____ 50. dry, damp
____ 51. loaded, filled
____ 52. billed, build
____ 53. one, won
____ 54. jog, run

ANALOGIES

DIRECTIONS: Complete the analogies.

55. Onion is to vegetable as apple is to _____.

56. Scissors is to cut as pen is to _____.

57. Woman is to women as man is to _____.

58. Soldier is to army as sailor is to _____.

59. Chicago is to Illinois as Dallas is to _____.

60. Sunday is to week as January is to _____.

61. Male is mail as sale is to _____.

62. Drive is to driver as dance is to _____.

63. Write is to pen as type is to _____.

64. Rome is to Italy as Paris is to _____.

CONTEXT CLUES

DIRECTIONS: Circle the meaning of each underlined word.

65. The judge pounded with a gavel to call the meeting to order. Everyone soon got quiet.

wooden hammer glass ball cotton

66. We parboiled the meat before we grilled it. This cut our grilling time in half.

cleaned precooked washed

67. Mrs. Byrd was skeptical about the plan. It took a week to convince her that it would work.

agreeable hopeful doubtful

68. The witness gave a sketchy account of the accident. He omitted too many important details.

complete incomplete full

CONTEXT CLUES Cont'd

69. We had tickets for the premiere of "Evita". We were glad to be going on opening night.

first public performance last show intermission

DIRECTIONS: As you read the selection, fill in the missing words. Use the words from the box.

jaws	quickly	sensitive	haircut
sense	attack	warmth	breeds

There are many _____ of dogs. Each one has its own special qualities. The bulldog was bred to _____ fierce animals like bulls and bears. It has a flat face. This face allows it to grab something with its strong _____ and still breathe.

The bloodhound was named for its _____ nose. It can find a scent from one drop of blood.

A great hunting dog is the Irish Setter. It is quite agile. It moves very easily and _____. The Irish Setter also has a keen _____of smell. It can find game and point it out by "freezing."

The poodle is another hunting dog. There is a special reason for its unique _____. Most of its hair was cut to help it swim. But the hair around the chest and the pompons were not cut because the poodle needed it for _____ in the winter.

HOMOGRAPHS

DIRECTIONS: Study the meaning of the homographs in the boxes. Write the letter of the homograph which defines the underlined word.

a.	age	-	a certain period of history	f.	fine	-	handsome
b.	age	-	length of time something or someone has existed	g.	part	-	some
c.	complete	-	whole	h.	part	-	role
d.	complete	-	finish	i.	plant	-	factory
e.	fine	-	very thin	j.	plant	-	to put into the ground to grow

78. The Kaplans have two <u>fine</u> children. ___

79. Do you enjoy reading stories about the Middle <u>Ages</u>? ___

80. We took a tour of the Chrysler <u>plant</u>. ___

81. What <u>part</u> will you try out for in the play? ___

82. I am buying a <u>complete</u> set of tools. ___

a.	dress	-	to medicate and cover with a bandage	f.	place	-	where someone lives
b.	dress	-	to make ready for use	g.	run	-	move the legs faster than in walking
c.	drive	-	to operate a motor vehicle	h.	run	-	manage
d.	drive	-	energy	i.	trip	-	stumble
e.	place	-	to finish among the first three in a race	j.	trip	-	journey

83. Be careful not to <u>trip</u> on the rug.

84. It takes hard work to <u>run</u> a company this size.

85. Lazy people do not have very much <u>drive</u>.

86. Lucky Clover won first <u>place</u> in the race.

87. It is important to <u>dress</u> your burn daily.

COMPOUND WORDS

DIRECTIONS: Choose words from the box to make compound words. Rewrite each compound word.

work	lights	teen	shield	fighter
dream	end	sale	burger	basket

88. fire _____
89. waste _____
90. whole _____
91. home _____
92. head _____
93. week _____
94. day _____
95. ham _____
96. four _____
97. wind _____

DIRECTIONS: Combine the words below to make ten compound words. Words can be used more than once.

under	door	foot	knob	ball
stand	wear	base	bell	man
laces	mail	line	box	cover

98. _____
99. _____
100. _____
101. _____
102. _____
103. _____
104. _____
105. _____
106. _____
107. _____

CONTRACTIONS

DIRECTIONS: Change these words to contractions.

108. I am _____
109. you are _____
110. she is _____
111. I have _____
112. you have _____
113. he has _____
114. it has _____
115. we have _____
116. I had _____
117. I will _____

DIRECTIONS: Write the words for these contractions.

118. I'd _____
119. she'll _____
120. we'd _____
121. isn't _____
122. aren't _____
123. doesn't _____
124. can't _____
125. won't _____
126. wouldn't _____
127. hadn't _____

SYLLABICATION

DIRECTIONS: Divide the words below into syllables. Put an accent mark on the syllable that gets the most sound.

128. accident _____
129. turtle _____
130. chessboard _____
131. thinner _____
132. rounded _____
133. breakfast _____
134. mended _____
135. rotate _____
136. thunder _____
137. muscle _____
138. sidewalk _____
139. airline _____
140. vitamin _____
141. buckle _____
142. tinted _____
143. fireplace _____
144. relax _____
145. obey _____
146. tremble _____
147. regal _____

INFLECTIONAL ENDINGS

DIRECTIONS: Complete each sentence with one of the words below it. Pay careful attention to the endings.

148. When did that couple get _____?

marry **marryed** **married**

149. The rooster _____ at 6:00 a.m.

crowwed **crow** **crowed**

150. Our eyes were _____ with tears during the ceremony.

filled **fill** **fillied**

151. Have you heard the _____ news about the oil industry?

lateest **late** **latest**

152. The payroll had to be _____ before noon.

submitted **submit** **submited**

153. I am _____ hard to finish my work on time.

try **triing** **trying**

154. Last night all flights were _____ because of the storm.

delay **delaied** **delayed**

155. You should be able to find a _____ rug at the factory.

cheaper **cheapper** **cheapest**

156. Mr. Bricker is a very good _____.

swim **swimer** **swimmer**

157. The entire staff will be _____ late.

work **working** **workking**

PREFIXES, SUFFIXES, ROOTS

DIRECTIONS: Underline the prefixes in these words.

158. preview
159. increase
160. recall
161. misbehaved
162. disown
163. supermarket
164. prefix
165. rewind
166. unsafe
167. submarine

DIRECTIONS: Underline the suffixes in these words.

168. painful
169. golden
170. legal
171. hopeful
172. neatness
173. apartment
174. thirsty
175. suitable
176. captive
177. moisture

DIRECTIONS: Underline the roots in these words.

178. portable
179. kindness
180. revise
181. mixer
182. vision
183. pedal
184. formed
185. useless
186. buying
187. transform

DIRECTIONS: Choose a word from the box to answer each question.

autograph	**manual**	**porter**	**supervise**	**fracture**
manicure	**predict**	**peddles**	**microphone**	**dentist**

_____ 188. Which word means done by hand?

_____ 189. Which word means a person who carries luggage?

_____ 190. Which word means something operated with the foot?

_____ 191. Which word means something that can make a sound louder?

_____ 192. Which word means to tell about the future?

_____ 193. Which word means to oversee something?

_____ 194. Which word means a treatment for the hands?

_____ 195. Which word means to break a body part?

_____ 196. Which word means to write your name?

_____ 197. Which word is a person who repairs and cares for the teeth?

BEST TITLE

DIRECTIONS: Circle the letter of the best title of the following paragraphs.

198. Guy Thibodeau won the Alaska snowshoe racing title in 1984. He covered a 5-mile course in 46 minutes and one second. The race was run along the Yukon River.

a. The Yukon River
b. Snowshoe Racing Title Won
c. The 5-Mile Course
d. A Short Time

199. "Computer centers" are becoming popular. These are places where the public can go to use computers. The centers save dollars for people who do not wish to buy high-cost equipment. People may be charged $5.00 an hour to use a computer system worth $10,000. Computer centers may soon be in most U.S. cities.

a. High-Cost Computers for Rent
b. Expensive Equipment
c. Banking Centers for the Public
d. Saving Dollars

MAIN IDEA AND DETAILS

DIRECTIONS: Read the paragraphs. Write M next to the main idea. Write D next to the details that support the paragraph.

Guy Thibodeau won the Alaska snowshoe racing title in 1984. He covered a 5-mile course in 46 minutes, 1 second. The race took place along the banks of Yukon River. He had been practicing for several months. A trophy was presented to him.

____ 200. He covered a 5-mile course in 46 minutes, 1 second.

____ 201. He had been practicing for several months.

____ 202. Guy Thibodeau won the Alaska snowshoe racing title in 1984.

____ 203. A trophy was presented to him.

____ 204. The race took place along the banks of the Yukon River.

MAIN IDEA AND DETAILS Cont'd

Machines have been developed that will listen to a voice. The spoken words must match words that have been programmed into them. If the words match, the machine will do something. An elevator can be "trained" to stop on command. A door may unlock only for the voices of people who live in its house. A typewriter may type as its operator speaks. Some machines have "voices" that answer a question.

____ 205. Door unlocks for special voices.
____ 206. Machines that carry out voiced instructions.
____ 207. Typewriter types spoken words.
____ 208. Elevator stops on spoken command.
____ 209. Some machines "speak" answers.
____ 210. An elevator is a type of machine.

SKIMMING TO LOCATE SPECIFIC DETAILS

DIRECTIONS: Skim the classified ads below. Answer the questions which follow.

Briefcase Lost. No questions asked. Reward for return of briefcase left at Union Station 5/12/84. Call Dr. Feltz at 776-5254.

Camera Lost. Canon AE1 in a Yellow Cab, 5/24/84. Call Smitty at 335-3741. Generous reward.

Coin Purse Found on CTA bus, 5/28/84. Owner must identify. Call Father Termie at 773-2355.

Restaurant Size Stove and Refrigerator. Must sell. $350 each. Call 849-2862 after 10 a.m.

BDRM Set. Double bed, dresser, w/2 mirrors, 1 bed stand, 1 chest. 637-1762.

Cash paid for Indy 500 tickets, any location. Call 616-776-3431.

1 ladies' 10-speed bike, used 5 times. Must sacrifice for $70.00. 785-5205.

Stove and Refrigerator for sale. Apartment size, $100 each. Call 332-2601 after 5:p.m. Ask for Jorge.

Cash for Gold & Diamonds. We buy jewelry, coins, watches, rings, etc. 1401 Eastwood Drive. Ask for Paul or Dave at 777-1686.

Apartment Sale: queen sz. bed, hd-board, chairs, coffee table, etc. Call 262-5170.

211. What number would you call to buy a ladies' 10-speed bike for under $100?

_____

212. You have several gold and diamond rings you want to sell. What is the address of the place where you can sell them? _____

213. What number would you call to ask about a double bed? _____

214. You want to buy a stove and refrigerator for your restaurant. What is the total price you would have to pay for the ones in the ad? _____

215. Who would you call to ask about your coin purse left on the CTA bus, May 28, 1984? _____

216. Who would you call to see if he lost the camera you found in a Yellow Cab, May 24, 1984? _____

217. What number would you call to sell six tickets for the Indy 500?

_____

218. What number would you call to buy a queen size bed? _____

STATED FACTS/SIMPLE INFERENCES

DIRECTIONS: Read each paragraph. After each one, circle the correct answer. Circle TRUE if the facts lead you to make the inference. Circle FALSE if the inference is not true. Circle NO PROOF if you cannot tell from the information given in the paragraph.

All of the people in Kim's class are adults. Most of them are men. Only the men in class own cars. A few of the people want to start a car pool right away but the rest of them want to wait until the weather gets cold.

219.	Most of the people in Kim's class want to start a car pool right away.	TRUE	FALSE	NO PROOF
220.	The women in Kim's class do not own cars.	TRUE	FALSE	NO PROOF
221.	The people in Kim's class are under 30.	TRUE	FALSE	NO PROOF

One company has worked on a special product for deaf people. It is a tiny computer with an unusual use. A deaf person would wear special glasses. Through them, he would see a speaker's words. They would appear to hang in space, near the speaker's lips.

222.	The glasses are the special product told about in the first sentence.	TRUE	FALSE	NO PROOF
223.	The glasses are very large.	TRUE	FALSE	NO PROOF
224.	The glasses have tinted lenses.	TRUE	FALSE	NO PROOF
225.	The glasses are run by computer.	TRUE	FALSE	NO PROOF
226.	The computer would be as large as the glasses.	TRUE	FALSE	NO PROOF

DRAWING CONCLUSIONS

DIRECTIONS: Read the paragraph and circle the letter of the correct answer.

John was moving from his fifth floor apartment. Almost everything had been moved but there was still a box of books left. He smelled smoke and looked out of the only door. The hallway was filled with smoke and fire. He was trapped. He needed something to stuff in the cracks around the door and the heat and air ducts. He took off his shirt, ran to the kitchen, and wet it. Then he poked it into the cracks with a pencil point. There wasn't enough material, so he tore open the the box of books. He tore out pages to stuff the rest of the cracks. His pencil broke, so he used a key to poke the paper into the cracks. Fire looks for something to feed on. It goes where there is fuel and oxygen. By sealing the door and ducts, John saved himself.

227. John was trapped in the apartment because
   a. there was only one door.
   b. it was too far to the ground to jump out of the window.
   c. he had moved almost everything out.
   d. both a and b

228. If he had not moved almost everything out, John could have used
   a. sheets.
   b. towels.
   c. drapes or curtains.
   d. all of the above.

229. Poison air and fire could have found their way
   a. through the cracks around the door.
   b. through the cracks around the ducts.
   c. through the windows.
   d. both a and b.

230. John
   a. didn't know how to save himself.
   b. knew what to do.
   c. went into panic.
   d. was careless.

TOPIC SENTENCE

DIRECTIONS: Underline the topic sentence in each paragraph.

231. Science has discovered digestive enzymes in all ripe, uncooked food. Enzymes help food to be digested when it is eaten. Some foods may not really be ripe when we eat it. Bananas, for instance, are often bought when they are still green. Then they sit on a kitchen counter until they turn yellow. At this point, many people consider them ready to eat. However, they are still not ripe. Bananas are not ready to eat until they soften a bit and brown spots appear on the skin. Brown spots are a sign that the digestive enzymes are active. The bananas are finally ready to be eaten.

232. There are several dates associated with the Declaration of Independence. The best known date is July 4, 1776. The following dates were important, too. On June 7, 1776, a motion was made to draft a statement of independence from England. On July 2, 1776, Congress resolved to publicly declare the independence of the states. The final draft was not approved by all Congressmen until July 9, 1776. By August 5, 1776, most of the signers had signed it. At least six names were added later. One signer did not write his name on it until 1781!

233. At sea level, water boiling in an open pan can never get hotter than 212° F. Thus, a bubbling boil can't cook anything any faster than slightly boiling water. In the mountains, water boils at a lower temperature than at sea level. It takes longer for water to get up to 212°. Therefore, it takes longer to boil a food such as an egg. Most people do not know all these facts about boiling water.

SEQUENCE OF EVENTS

DIRECTIONS: Underline the signal words. Number the sentences to show their correct order.

234. Have you ever wondered how the flaming torch gets from Olympia, Greece to each of the Olympic games?

_____ The last runner carries the torch into the stadium.

_____ Finally, he circles the track and lights the Olympic Flame.

_____ First, the torch is lighted in Olympia, Greece by a runner.

_____ The torch is then carried over mountains and seas by ships and planes.

_____ The first runner carries it to the next. It is continually passed on.

CAUSE AND EFFECT

DIRECTIONS: Draw one line under the cause in each sentence.

235. When Lorraine turned the ignition key the car started right up.

236. Ken decided to sharpen the knives because they were dull.

237. The racers heard the shot and sped away.

238. The dog barks and runs in circles whenever he wants to be fed.

239. Ink pens needed to be refilled often, so ballpoint pens became very popular.

240. If you wind the old clock, it will run for a week.

241. Auntie Jo plays the TV loudly because she doesn't hear very well.

242. Because we were early, we got good seats.

243. A fire truck was coming up the street, so Dan pulled over and stopped.

244. Joan looked up the word in the dictionary since she wasn't sure how to pronounce it.

FACTS/OPINIONS

DIRECTIONS: Write F before the sentences that are FACTS. Write O before the sentences that are OPINIONS.

_____ 245. Covered wagons crossed Nebraska on the way west.

_____ 246. Autumn is the most beautiful season of the year.

_____ 247. The furniture looks good arranged this way.

_____ 248. The word "endorse" comes from the Latin in dorso, meaning "on the back."

_____ 249. In some parts of the world, fishermen use nets.

_____ 250. If I haven't heard of it, then it can't be any good.

_____ 251. The price of gasoline is still too high.

_____ 252. Lilacs obviously are prettier than any other flower.

_____ 253. Slums have been torn down for urban renewal.

_____ 254. Everyone knows it is important to own your home.

_____ 255. Sometimes union workers vote to strike.

_____ 256. The Niger River flows through Nigeria.

_____ 257. Watergate was the worst thing that ever happened to this country.

_____ 258. Everything he says has to be taken with a grain of salt.

_____ 259. Next Friday is payday.

CLASSIFICATION

DIRECTIONS: Name at least five things in each group.

260. RESTAURANTS

_____ _____

_____ _____

_____ _____

261. SPORTS

_____ _____

_____ _____

_____ _____

262. PARTS OF A CAR

_____ _____

_____ _____

_____ _____

263. WAYS YOU CAN FEEL

_____ _____

_____ _____

_____ _____

ALPHABETIZING

DIRECTIONS: Arrange the words in each list in alphabetical order.

List A			List B	
264.	song		279.	pepper
265.	father		280.	glue
266.	fallout		281.	glare
267.	effect		282.	virus
268.	age		283.	helmet
269.	aloe		284.	gamble
270.	yarn		285.	after
271.	among		286.	daisy
272.	background		287.	cattle
273.	quit		288.	cage
274.	dill		289.	capable
275.	dodge		290.	candle
276.	diaper		291.	taxi
277.	zipper		292.	street
278.	train		293.	steady

GUIDE WORDS

DIRECTIONS: Write YES if the word in the list would appear on the same page with the guide words. Write NO if the word would not.

A. **Guide Words**: fathead - favor

___ 294. fault
___ 295. fear
___ 296. father
___ 297. faucet
___ 298. fast

B. **Guide Words**: tone - too

___ 299. ton
___ 300. toilet
___ 301. tonight
___ 302. token
___ 303. tongue

PRONUNCIATION KEY

DIRECTIONS: Write each sound spelling on the right next to its usual spelling on the left.

304.	cotton	_____	kär
305.	breathe	_____	bat'ər
306.	little	_____	nest
307.	batter	_____	kot'n
308.	nest	_____	wīd
309.	wake	_____	wāk
310.	short	_____	haz
311.	wide	_____	shôrt
312.	car	_____	lit'l
313.	has	_____	brēŦH

CHARTS AND MAPS

DIRECTIONS: Study the TV guide. Answer the questions following it.

TV TONIGHT

	7:00	7:30	8:00	8:30
2	PREMIERE: AMERICAN PARADE. News feature magazine. Interview of Muhammad Ali.		FIRST RUN MOVIE: Terrible Joe Moran. James Cagney, Art Carney. Life and times of an old fighter. (2 hours)	
5	A-TEAM: The team gets interference as they catch a bad guy. Guest cast.		RIPTIDE: Cody, Nick and Boz are caught up in a crossfire.	
7	FOUL-UP, BLEEPS: Crazy mistakes filmed of actors trying to act.	a.k.a. PABLO: Paul and his agent stopped for speeding.	THREE's COMPANY: Furlee replaces old couch where $1,000 has been hidden.	SHAPING UP: Barney tries to improve business at his club.
9	MOVIE: A LETTER TO THREE WIVES (1984) ***½ Jeanne Crain, Ann Sothern			
11	NOVA: Make My People Live: The Crisis in Indian Medicine		YOU CAN MAKE IT: A look at a Florida drug rehab program for teens	

314. Kim enjoys old movies but she won't be home until 7:45. What movie could she watch instead of the 1948 one on channel 9? _____

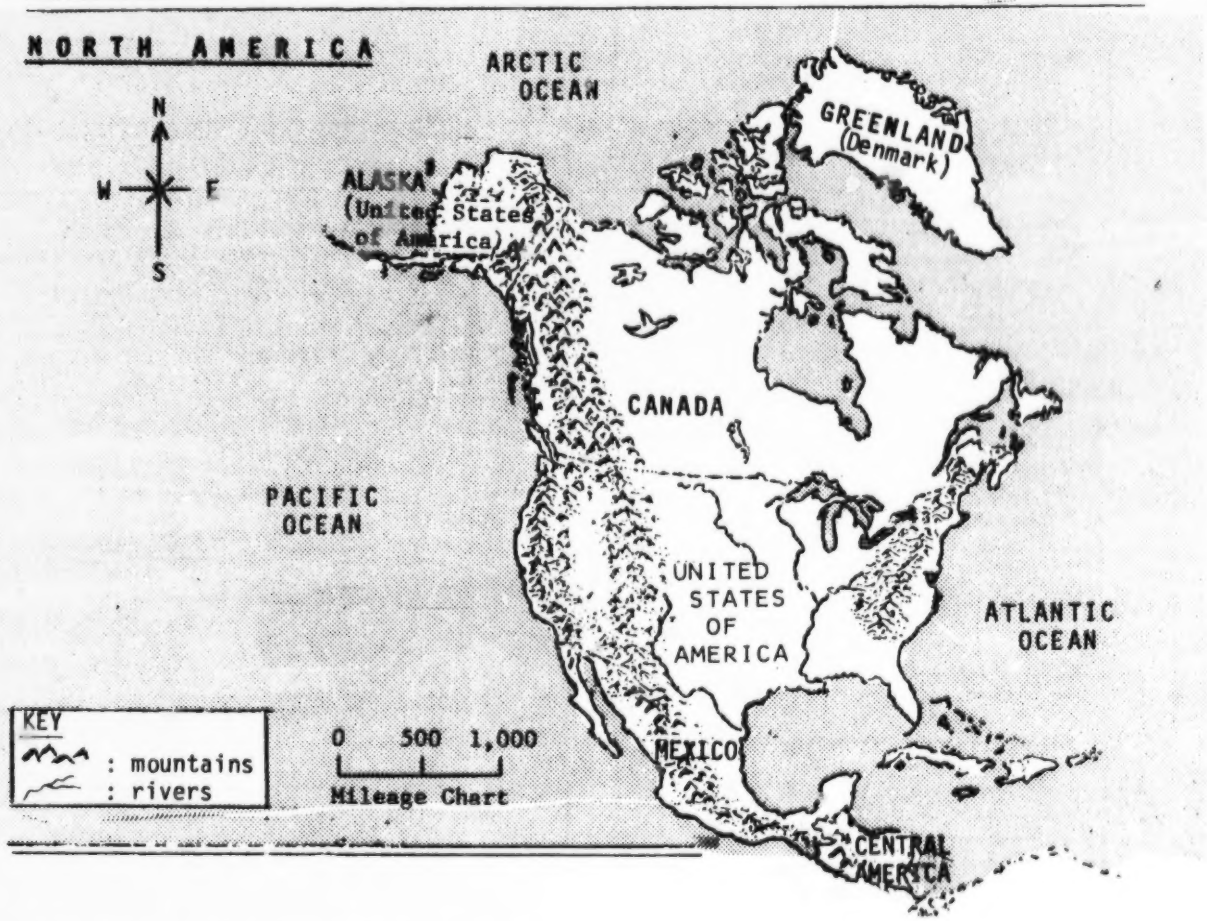
315. Cory gets a kick out of watching well-known people do silly things. He probably watches _____

316. Jim doesn't have much time but he wants to relax for a while. The best channel for him to watch between errands would be _____

317. Debra works as a counselor in the drug unit of a hospital. She might upgrade her job skills by watching _____

318. All but one of the channels listed starts a new show at 8:00. Why can't that channel start something new? _____

DIRECTIONS: Study this map of North America and answer the questions.



319. North America is surrounded by four oceans. TRUE FALSE

320. Most of the mountains of the United States are in the west. TRUE FALSE

321. The Arctic Ocean is north of Alaska. TRUE FALSE

322. The major rivers of North America are in Greenland. TRUE FALSE

323. Measuring from north to south, North America is:

a. over 1,000 miles long
b. over 3,000 miles long
c. over 5,000 miles long